

**A STUDY ON GENDER-BASED DIFFERENCES IN  
APOLOGY STRATEGIES OF ENGLISH DEPARTMENT STUDENTS  
IN CAMPUS SETTING**

**THESIS**

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**STUDY PROGRAM OF ENGLISH  
DEPARTMENT OF LANGUAGES AND LITERATURE  
FACULTY OF CULTURAL STUDIES  
UNIVERSITAS BRAWIJAYA  
2014**

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**THESIS**

**Presented to  
Universitas Brawijaya  
in partial fulfillment of the requirements  
for the degree of *Sarjana Sastra***

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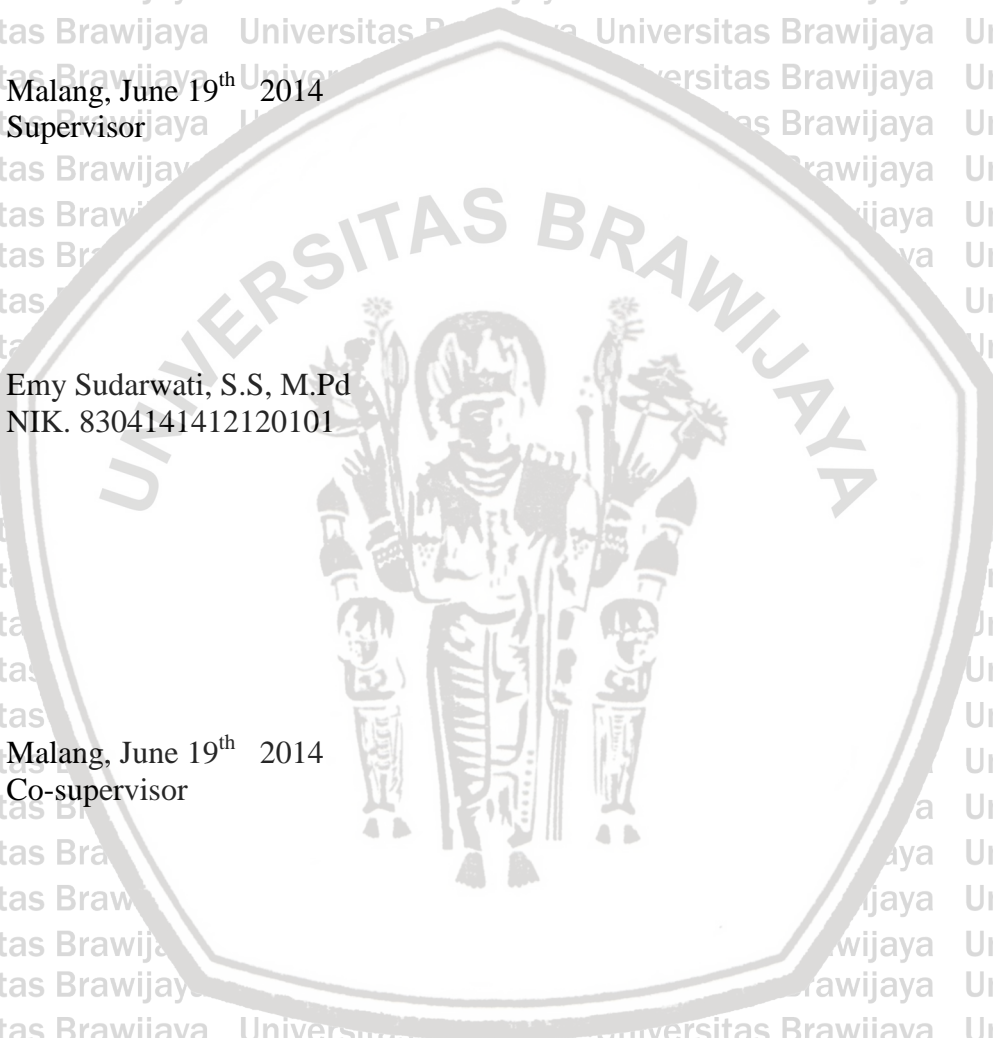
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## ABSTRACT

Ayubadiah, Fitrahnanda. 2014. **A Study on Gender-Based Differences in Apology Strategies of English Department Students in Campus Setting.** Study Program of English, Department of Languages and Literature, Faculty of Cultural Studies, Universitas Brawijaya, Malang. Supervisor: Emy Sudarwati. Co-Supervisor: Tantri Refa Indhiarti.

Key words: speech act, apology strategies, gender

This study is aimed to find out the apology strategies used by students of English Department Universitas Brawijaya. There were two problems of the study: (1) what are the types of apology strategies used by male and female students of English Department Universitas Brawijaya and (2) what are the factors that facilitate the differences of apology strategies used by male and female students of English Department Universitas Brawijaya.

This study used qualitative approach since the data collected are in the form of sentences. This research design was content analysis since this study analyzed the utterances of male and female students. Ten students consisting of 5 male and 5 female students are chosen with certain criteria.

This study found there are four strategies used by male students namely (1) explanation or account of situation, (2) expression of apology, (3) offer of repair, and (4) acknowledgement of responsibility. Female students use six strategies namely (1) expression of apology, (2) explanation or account of situation, (3) offer of repair, (4) acknowledgement of responsibility, (5) promise for forbearance and (6) concern for hearer. The result reveals that male and female students tend to use different strategies in making apology. Male students tend to use explanation or account of situation strategy while female students tend to use expression of apology strategy. Female students use acknowledgement of responsibility strategy toward friends more while male students only use this strategy toward lecturers. Direct offer of repair are mostly used by male students.

The factors that facilitate the use of different apology strategies are female usually involves personal feeling, emphasizes in intimacy and solidarity and apologizes for light offences whereas male uses logical thinking, emphasizes in power and status and prefer getting or giving solution rather than to sympathy.

The writer suggests the next researcher investigate apology strategies from different aspects: ages, social status and so on. The next researcher may investigate the differences in apology responses especially in using Bahasa Indonesia. Last, the next researcher can use other theories about apology strategies classification.

## ABSTRAK

Ayubadiah, Fitrahnanda. 2014. **Studi Tentang Perbedaan Gender dalam Strategi Permintaan Maaf Mahasiswa Program Studi Sastra Inggris di Lingkungan Kampus** Program Studi Sastra Inggris. Fakultas Ilmu Budaya, Universitas Brawijaya, Malang. Pembimbing: (I) Emy Sudarwati (II) Tantri Refa Indhiarti

Kata Kunci: tindak tutur, strategi permintaan maaf, gender

Penelitian ini bertujuan untuk mencari tahu strategi permintaan maaf yang digunakan oleh mahasiswa program studi Sastra Inggris Universitas Brawijaya. Terdapat dua rumusan masalah: (1) apa saja jenis dan perbedaan strategi permintaan maaf yang digunakan oleh mahasiswa dan mahasiswi program studi Sastra Inggris Universitas Brawijaya dan (2) apa saja faktor yang mempengaruhi perbedaan strategi permintaan maaf yang digunakan oleh mahasiswa dan mahasiswi program studi Sastra Inggris Universitas Brawijaya.

Penelitian ini menggunakan pendekatan kualitatif karena data yang dikumpulkan adalah dalam bentuk kalimat. Rancangan penelitian ini adalah analisis konten karena penelitian ini menganalisis kalimat dari mahasiswa dan mahasiswi. Sepuluh mahasiswa yang terdiri dari 5 pria dan 5 wanita dipilih dengan kriteria tertentu.

Dalam penelitian ini ditemukan ada empat strategi yang digunakan oleh mahasiswa yaitu (1) menjelaskan atau melaporkan tentang situasi, (2) mengekspresi permintaan maaf, (3) menawarkan perbaikan dan (4) mengakui tanggung jawab. Mahasiswi menggunakan enam strategi yaitu (1) mengekspresikan permintaan maaf, (2) menjelaskan atau melaporkan tentang situasi, (3) menawarkan perbaikan, (4) mengakui tanggung jawab, (5) janji untuk kesabaran dan (6) peduli terhadap pendengar. Penelitian ini mengungkapkan bahwa mahasiswa dan mahasiswi cenderung menggunakan strategi permintaan maaf yang berbeda. Mahasiswa lebih cenderung menggunakan strategi menjelaskan atau melaporkan situasi sedangkan mahasiswi lebih cenderung menggunakan strategi ekspresi permintaan maaf daripada mahasiswa. Mahasiswi menggunakan strategi mengakui tanggung jawab kepada teman-teman sementara mahasiswa hanya menggunakan strategi ini terhadap dosen. Strategi menawarkan perbaikan secara langsung lebih banyak digunakan oleh mahasiswa.

Faktor yang mempengaruhi perbedaan dalam penggunaan strategi permintaan maaf adalah wanita cenderung melibatkan perasaan pribadi, menekankan pada kerukunan dan kesetiakawanan dan meminta maaf untuk kesalahan kecil sementara pria menggunakan pemikiran logika, menekankan pada kekuasaan dan status, dan lebih suka mendapatkan atau memberikan solusi daripada simpati.

Penulis menyarankan peneliti selanjutnya untuk menyelidiki permintaan maaf dari aspek yang berbeda: usia, status sosial, dan sebagainya, perbedaan dalam menanggapi permintaan maaf terutama dalam menggunakan Bahasa Indonesia. Dan terakhir, peneliti selanjutnya dapat menggunakan teori klasifikasi strategi permintaan maaf lainnya.



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Hopefully, this study can be useful for everyone especially students in English Department who are interested in Linguistics.

Malang, June 19<sup>th</sup> 2014

The writer



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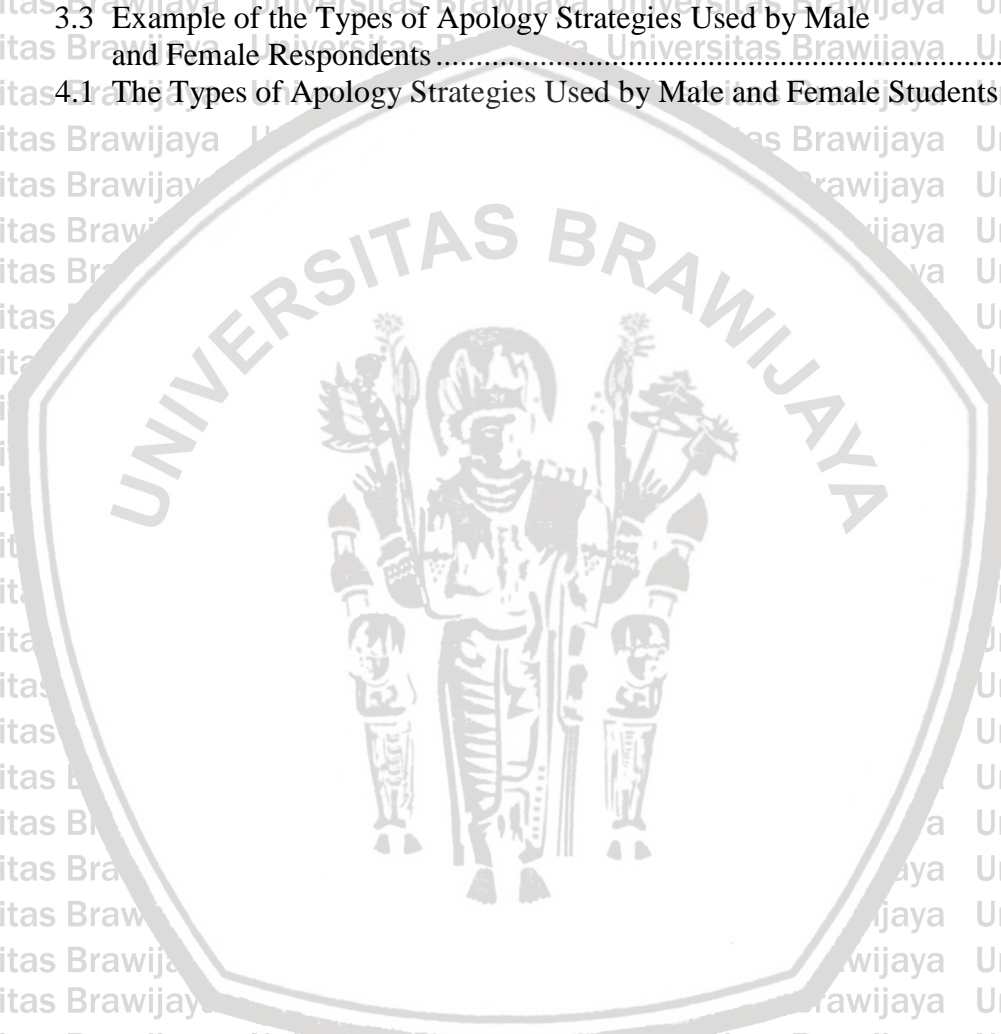
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# CHAPTER I

## INTRODUCTION

This chapter presents the background of the study, problems of the study, objectives of the study and the definition of key terms.

### 1.1 Background of the Study

Many people realize that language holds important role in daily life. Related to society, language is used widely to build social harmony, to express feelings, and to communicate to each other. People communicate to each other for some purposes such as asking and trading information, building and maintaining relationship, socializing with others, and many things.

Other than as a communication tool, language is also used to distinguish people from one another in society in terms of gender, age, occupation and so on.

In line with this, Fromkin *et al* (1996, p. 318) state “Language reflects sexism in society” which means that the word choice and intonation used in communication are reflected and different to every individual. Communication used is divided into verbal and non- verbal communication. A very common example of verbal-communication in daily life is conversation which has relation to speech act.

Speech act is the action performed via utterances and in English commonly given more specific labels such as apology, complaint, compliment, invitation, promise or request (Yule, 1996, p. 47).

Searle (1976, cited in Yule, 1996, p. 53-54) classifies types of speech act that occur in conversation into representatives, directives, commissives, expressives and declarations. One of the most common examples of speech acts that occur in daily conversation is apology which is classified in expressive speech act. When someone is involved in interaction sometimes a speaker may say or do something that hurt the hearer's feeling intentionally or unintentionally which can impact his relationship with the hearer. Therefore, apology is needed.

For example in students' daily life, when a student is late for an appointment with his lecturer, he will apologize and give reasons for coming late. In addition, Goffman (1967, cited in Holmes, 1989, p.195) describes apology as a speech act which pays attention to the 'face' needs of the addressee. In other words, apology is used by the speakers to remedy their fault or offense that has been done intentionally and unintentionally and restore the relationship between both sides.

Appropriate strategies are needed to express the offenders' regret in the right situation. Besides status or class, ethnicity, and intimacy level, one factor that influences someone in deciding what kind of apology strategy used is gender.

Sex is to a very large extent biologically determined whereas gender is a social construct (but still one heavily grounded in sex, as can be seen in recent publications that use the term 'sexuality', e.g. Kulick, 2003 and Cameron and Kulick, 2003) involving the whole gamut of genetic, psychological, social and cultural differences between males and females (Wardhaugh, 2006, p. 315). In the other words, if sex distinguishes male and female biologically and physiologically, gender distinguishes them in terms of social and cultural aspects.



There are several researchers that have already paid attention to language and gender including apology strategies as the subject. According to Ogiermann (2009), the possible reason of the popularity is the vital social function of apology in restoring and maintaining harmony. Moreover, according to Chunlin (2013), Holmes (1989) was probably the first one who conducted the research of the differences in apology and apology responses. Holmes provides data that males and female have differences in apology because of social and cultural differences in New Zealand and evaluates the need for apologies differently. In recent studies, Chunlin (2013) conducted a tentative research in Chinese on gender differences in apology frequencies, in apology strategies and in apology response strategies using Cohen and Olshtain (1983) apology strategy classification. Not only conducted by foreign researcher, but studies about gender differences in compliments and respective responses between teachers and students at ILP Kediri (Pratiwi, 2013) also conducted by students in English Department Universitas Brawijaya. Those previous studies have triggered the writer to investigate other studies about gender and speech act especially apology strategies by using spoken data from students in Indonesia.

Considering the importance of apology in daily life and the characteristics of male and female language, the writer is interested in acknowledging the types of apology strategies used by students of English Department of Universitas Brawijaya and whether the uses of different strategies based on gender are also found in their utterances. The students of English Department, Universitas Brawijaya are chosen to limit the scope of the data source. They have already

been taught that people can state their feeling through expressive speech act and they have been acquired knowledge that it is important to maintain the 'face' of the addressee; apology is one of the examples. Therefore, through this study it can be seen whether they understand and apply their knowledge effectively in daily life.

The writer used campus life setting since the settings in the questionnaire used are in campus life setting. Campus life setting is divided into two setting: inside the classroom and outside the classroom. Inside classroom contains the offence that happens inside or during the class. For example, when the students forgot to collect their friend's assignment and when they collected the wrong assignment to the lecturer. Meanwhile outside the classroom settings contains the offence which took place outside the classroom but is still inside the Faculty of Cultural Studies, Universitas Brawijaya. For example, when the students borrowed their friend's headset and motorcycle or borrowed lecturer's books but unfortunately broke or lose it. Another example is when the students came late for the appointment to meet their friends or their lecturers.

Moreover, other previous studies take gender-based differences in compliment and respective responses as the topic whether the writer investigates apology strategies based on gender which has not been conducted before in English Department, Universitas Brawijaya.

This study is emphasized in finding out the types and differences of apology strategies based on gender of the speaker. The setting that is used is campus life setting since it is the place where the students spent most of their time. This study



is also emphasized in finding out the factors which facilitate the speaker in using apology strategies. In limiting the scope of the study, the writer focused in factors which related to the characteristics of male and female language when having conversation without including the other factors such as cultures, age, and social background.

By doing this study, hopefully it will give enrichment for next researchers who are interested in gender-based differences especially in apology strategies.

Second, the writer could enrich her knowledge in speech act and language and gender. Third, the students of English Department are expected to improve their knowledge about various strategies of expressing apology based on gender so they know how to communicate more effectively in their daily life. Thus, misunderstanding can be avoided. This research is also related to the field of Sociolinguistics which has been acquired in 5<sup>th</sup> semester and can be used to enrich the study of linguistics.

## **1.2 Problems of the study**

Based on the background of the study, the writer is interested in finding out the answers to the questions:

1. What are the types of apology strategies used by male and female students of English Department Universitas Brawijaya?
2. What are the factors that facilitate the differences of apology strategies used by male and female students of English Department Universitas Brawijaya?

### 1.3 Objectives of the Study

The objectives of the study are also specified into two objectives as follow:

1. To find out the types of apology strategies used by male and female students of English Department Universitas Brawijaya.
2. To find out the factors which facilitate the differences of apology strategies used by male and female students of English Department Universitas Brawijaya.

### 1.4 Definition of Key Terms

Based on the related literature on this study, the writer provides definitions of key terms.

1. **Gender:** a social construct (but still one heavily grounded in sex, as we can see in recent publications that use the term 'sexuality', e.g. Kulick, 2003 and Cameron and Kulick, 2003) involving the whole gamut of genetic, psychological, social and cultural differences between males and females (Wardhaugh, 2006, p. 315).
2. **Apology:** speech acts which pay attention to the 'face' needs of the addressee (Goffman, 1967 cited in Holmes, 1989).
3. **Apology Strategies:** the methods used by individuals to perform the speech act of apology such as *statement of remorse* and *reparation* (Bataneh *et al*, 2005).



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter elaborates review of related literature focusing on language and gender and apology theory and apology strategies classification, and the previous studies as well.

#### **2.1 Language and Gender**

Before talking about the relation between language and gender, it is important to distinguish the term 'sex' and 'gender'. The term 'sex' is used to define the distinction viewed from biological and physiological perspective while 'gender' is used in terms of social and cultural aspects. The most significant distinction between female and male are in terms of physical and biological.

However, female and male are not only different in physical but also in language.

Each gender has their own characteristics which include intonation, phonology, syntax and lexicon.

Language and gender has been the popular subject of a lot of research (Yule, 1996, p.242). It has attracted the researcher to seek whether it is true that males and females are having different speech style. Age, social status, education background and other factors related to non-linguistic attitudes also hold important roles in influencing male and female language.

There are some languages distinguishing vocabularies based on gender. In French and German, the vocabularies are divided into neutral, feminine and masculine whereas in English there is no distinction but words like actor-actresses, bachelor-spinster, widow-widower and many more. Australian newspaper still tends to define females in terms of their relationship to man (Fromkin *et al*, 1996, p. 318). Take an instance of the sentence; *Mary is John's widow* but it cannot say that *John is Mary's widow*. Lakoff (1973, cited in Wardhaugh, 1996, p. 310) believes that the distinction has to do with culture. *My friend is a steel worker* and *my friend is a nurse* are other examples of the interpretation for non-gender specific terms in which people will assume that the cousin is a man and the friend is female even though it is possible if the cousin is a woman who works as a steel worker.

In fact, there is no intention to discriminate both gender from those pair-words or the way people interpret non-gender specific terms—even though some people thought so but the fact that social factors also influence this aspects. Historically, the notion that states most steel workers are men and nurses are women leads to the interpretation influenced by how they are prominent or professional in that position. Even nowadays some vocabularies (e.g., *chairman* to *chairperson*, *policeman* to *police officer* (Wardhaugh, 2006, p. 319)) are changed to eliminate gender discrimination or stereotypes in general terms.

The distinction of male and female usage of certain vocabulary among Carib Indians was probably one of the most famous examples of research in language and gender. The result showed that Carib-speaking males and Arawak-speaking



females used different languages. Lakoff (1973, cited in Wardhaugh, 1986, p. 318) claims that in area of morphology and vocabulary, female tend to use color words and maintain adjectives that rarely used by males. Males are more likely to use swear words and dominate the conversation. Fromkin *et al* (1996, p. 322) state that males and females are also different in intonation in which females tend use higher pitch than males. This distinction is influenced by shorter vocal tract of woman and some social factors involved during acquisition period. They use rising intonation while speaking to get response from the listener.

Yule (1996) has stated some characteristics of males and females language when having conversation such as females involve their personal feelings and personal experiences when respond to expression of feelings or problems. When they tell their problems, they want to get understanding from the listener. Females are also known for using more expressions like 'hedges' and 'tags' while males prefer non-personal topics like sport, hobby, business and news and give advice in responding problems. When discussing problem, males want to get advice and solution rather than sympathy. They also interrupt females in mixed-gender conversation.

In addition, Tannen (2007, cited in Douglas 2010) states that males are involved in conflict to establish their status whereas females avoid it. Females use gossip as their tool to establish their status. Males believe that power has to do with individual action while females think that the community is the source of their powers. In conversation, males focus on independence, maintain and

increase their powers and status while females maintain solidarity and intimacy more often than males.

Holmes (1989) found that apologies are used more frequently by females in speech to other females, and least frequently in the speech of males to other males. Females apologize for light offences whereas males apologize more on medium-weighted offences. Because females involve their personal feelings and powers, they apologize more than men and they do not think that apology can affect their position. Saying sorry is the part of expressing their sympathy towards others while for males, saying "*I'm sorry*" is meant to express their regret or responsibility of doing mistake. They disincline in admitting guilty, accept blame or express self-deficiency.

Despite the language differences between males and females, it is important to understand how males and females use apology strategies. It can be used for improving and maintaining relationship also resolving disagreement that happens in daily life.

## 2.2 Apology Theory

"Apology is the speech acts which pay attention to the 'face' needs of the addressee" (Goffman, 1967 cited in Holmes 1989, p. 195). Apology related to both speech act and politeness theory. According to Trosborg (1995), apology occurs when someone recognizes that he has performed an action or an utterance which has insulted other person, such as offending someone else, neglecting his or her duty or causing trouble that will damage one's relationship. Olshtain and



Cohen (1984) also state that apology is an act when social norms have been violated. Therefore apology is useful to maintain the relationship between the offenders and the hearer/complainer when the mistake impact on the social norms, harmonious of the relationship and their existence in society. It means that an apology is needed whenever a violation of social norms happen in society such as hurting, breaking someone's things and many more.

Apology is an example of expressive speech act that also classified as post-event acts. Post-event acts is the act which the speaker do when he/she is aware of what was already happened and apology means the speaker know that a violation of social norm has been committed and the speaker involved in it. Therefore, in describing the apology act set, there are two participants involved in it. First is participant who perceives him/herself as deserving an apology and the second is the participant who has responsibility for causing offence and needs to apologize in spite his/her accepting or denying the offence.

Furthermore, Blum-Kulka and Olshtain (1984) explain three preconditions of apology act to take place:

1. 'S' did 'X' or abstained from doing 'X' (or is about to do it)
2. 'S' only, 'H' only or both 'S' and 'H' or a third party perceive or doing 'X' that breach a social norms
3. 'X' is perceived by at least one of the parties involved as offending, harming or affecting H in some way.

Deustchmann (cited in Ogierman, 2009, p. 49) suggests that when analyzing apologies "both negative and positive face needs should be to be [sic] taken into

account” and “these should be viewed from both hearer and speaker perspectives”. In other words, ‘S’ should be aware of all the preconditions and infer the need to apologize. There are two dimensions that affect the choice of apology strategies being the severity of the offense and the status of recipient (Olshtain *et al.*, 1984).

### 2.2.1 Apology Strategies Classification

The way apologies are classified depends very much on the way they are defined. The distinction of the strategies are based on how the offender awareness. Olshtain and Cohen (1983, p.21-23) classify apology strategies into six categories; an expression of apology, acknowledgement of responsibility, an explanation or an account, an offer of repair, promise for forbearance. Blum-Kulka and Olshtain (1984) complete the strategies by adding concern for hearer.

Besides Olshtain and Cohen (1983), Trosborg (1995) and Sugimoto (1997) also propose apology theory. There are eight strategies, such as an expression of apology, acknowledgment of responsibility, an explanation or an account, an offer of repair, promise for forbearance and concern for hearer, rejection and minimalizing the degree of offense. Therefore, the writer combines the explanation of those strategies as follows:

#### 2.2.1.1 Expression of Apology

The most direct realization of an apology is done via an explicit Illocutionary Force Indicating Device which is proposed by Searle (1967) and



used as one of an expression of apology in Olshtain and Cohen speech act set. An Illocutionary Force Indication Device (IFIDs), sometimes also referred to as a statement of remorse, a pre-formulated, or ritualistic apology, is one of the most common forms of indicating regret (Blum-Kulka, House & Kasper, 1989 cited in Todey, 2011).

Each language has own most common IFIDs. The most common examples of IFIDs in English are “*I’m sorry*”, “*Excuse me*”, and “*Pardon me*”. For example, in English, the terms are ‘apologize’, ‘forgive’, ‘excuse’, whereas in Indonesia, the term “*Maaf*” is the most common performative verbs of apology.

Expression of apology consists of a number of sub-formulas; an expression of regret represented by the use of “*I’m sorry*” and similar to it. Second, an offer of apology; when the offender said “*I apologize*” and the last is a request for forgiveness; “*Excuse me*”, “*Pardon me*” et cet ra.

Intensification also operates within IFID when the offender feels need to do so. Such intensification is usually brought about by adding suitable intensifiers (e.g., “*I’m really sorry*”, “*I’m really very sorry*”). There are two types of intensification; adverbials intensifiers and repetition (e.g. I’m really really sorry). The most common intensifier in English is the adverb ‘really’ (Ogiermann, 2009).

The type of intensification chosen by a speaker is language-and situation-specific. The adverbials intensifier might use in a serious offense and to a recipient of a higher status.

### 2.2.1.2 Explanation or Account of the Situation

Explanation or account of the situation “...indirectly brought about the offense and is offered either in addition to or in lieu of the expression of an apology” (Olshtain *et al*, 1983, p. 22). The offender might use an explanation or account as the cause of making mistake.

- a. It could be shown explicitly for example, “*The bus was late*” or
- b. Implicit explanation “*Traffic is always heavy in the morning*” which means that is the cause of the offender to come late.

The intention of using this types is to “set things right”. In some cultures, this type is more acceptable than others. The offender acknowledges that he/she is involve in the offence but by giving an explanation or account of situation that they cannot handle, the offender bring the fact that he/she is almost completely free from the responsibility for the offence.

### 2.2.1.3 Acknowledgement of Responsibility

When the offender is aware of his/her mistakes or responsibility, this formula will be chosen. According to Olshtain and Cohen (1983), this type is divided into four sub-formulas:

- a. Acceptance of blame is a direct acknowledgment of responsibility and the highest level of intensity. It usually takes the form of a self-critical account for one’s behavior. For example: “*It is my fault*”, “*I’m so regretful*”



b. Expressing self-deficiency is an indirect acknowledgment of responsibility.

The offender apologizes by stating a self-criticism or blaming his/her self. For example: *"I was confused"*, *"I wasn't thinking"*

c. Recognizing the other person as deserving apology is also an indirect acknowledgement. The responsibility is acknowledged by agreeing that the hearer deserve apology. For example: *"You are right!"*

d. Expressing lack of intent to harm the hearer. This type can be followed by naming the offences after expressing the lack of intent. For example: the offender say, *"I didn't mean to hurt you"*

Those four sub-types bring a continuum for the offender from a self-humbling to a complete and blunt denial of responsibility. Based on the level of intensify, the offender could accept the blame, or express his/her self-deficiency or lack of intent at the lower level until the denial of responsibility even blame the hearer or other person.

When the offender rejects the need to apologize, it is included into an acknowledgement of responsibility types; a denial of the need of apologize and a denial of responsibility. The offender might deny the need to apology by convincing the hearer. For example *"There was no need for you to get angry"* or reject the responsibility of the blame, for example; *"It was not my fault"* or blame others for causing him/her do mistake, *"It's your fault, not me"* (Olshtain *et al.*

1983, p. 23)

Trosborg (1995) also has similar sub-categories in acknowledgement of responsibility strategies but she adds other three sub-categories into this strategy;

- a. When the offender blames himself for committing mistake implicitly then it categorized as *implicit acknowledgment*
- b. When the offender admits the mistake explicitly then it categorized to *explicit acknowledgement*
- c. *Expression of embarrassment* is the last sub-categories, where the offender expresses his embarrassment toward that happening. For example; “*I feel so bad about it!*”

#### 2.2.1.4 Offer of Repair

When physical injury happens or inconvenience happens because of offender, he/she tends to use an offer of repair strategies. This strategy is situation-specific and is appropriate when actual damage has occurred. The offender could offer a repair to the hearer both in specified and unspecified way. For example: “*I’ll pay for the damage*” (specified) or “*I’ll see what I can do*” (unspecified) (Blum-Kulka, 1984, p. 208). The response of this type of strategy is up to the hearer whether he/she accepts or refuses it. The specified and unspecified ways are concern for both the hearer’s and speaker’s face needs and to maintain the relationship.

When repair is not possible or rejected, Trosborg (1995) classifies it into another sub-category for this strategy, and it is called compensation. The offender may offer a compensatory action to the complainer. For example; when someone tore another person book then the offender may say, “*You can use my new book*”



### 2.2.1.5 Promise of Forbearance

People often repeat same mistake over and over again intentionally or unintentionally. Therefore, a promise of forbearance strategy is used. “A promise of forbearance relates to a case where the offender could have avoided the offense but did not do so, perhaps repeatedly” (Olshtain *et al.* 1983, p.23).

This strategy consists of future tenses in which it is associated with the offender’s responsibility to avoid the mistake for the future and to keep his/her promise to not to do so. The offender may promise not to do the same mistake or improve his/her behavior by performative verb ‘promise’. For example, a student is late for a class, the first time he/she said sorry to lecture but the other days, he/she do the same mistake again. Thus, the student promises not to come late to class again.

### 2.2.1.6 Concern for Hearer

Olshtain and Cohen (1983) propose five apology strategies only but Blum-Kulka and Olshtain (1984) complete the strategies by adding concern for hearer as the part of showing intensify for the hearer. This strategy is mostly used when the offender cause physical damage to the hearer. This strategies show sympathy to the hearer. For example, “*Are you okay?*”, “*Have you been waiting long ?*”

### 2.2.1.7 Rejection

Trosborg (1995) classifies situation where the offender does not accept their mistakes and denies the need of apology into rejection. There are five sub-categories used to reject the need of apology:

- a. Explicit denial of responsibility is when the offender explicitly denies that he should be responsible for the mistake. For example: *"You know that I would never do a thing like that"*
- b. Implicit denial of responsibility is used when the offender implicitly denies the responsibility to apologize by ignoring the complainer. For example: *"I don't think it's my fault"*
- c. Justification is used when the offender persuades the hearer by providing reason so that the offender cannot be blamed. For example: *I've told you before that I'll give you the money, but I didn't promise anything, did I?*
- d. Blaming someone else is meant to evade the responsibility to apologize. The offender may blame the third person for causing the mistake. This strategy may cause the offender to do further offence. For example; *"It was her who told me to borrow your motorcycle"*
- e. Attacking complainer also one of strategies that deny the responsibility to apologize. It could be because the offender lack of an adequate defense for his/her own behavior. For example, *"I've told you! You can't blame me for this trouble"*



### 2.2.1.8 Minimalizing the Degree of Offense

This strategy is used when the offender fails to take responsibility but still wants to minimize the degree of offense. There are three sub-categories as follow:

- a. Minimizing the degree of offense by saying that what happens is not a big problem. For example; *"Take it easy, dude!"*
- b. Querying precondition for example; *"Who told you that I would buy you a car?"*. The offender asks about precondition and may show skepticism towards the complainer.
- c. Blaming someone else by convincing the third party who is also partly responsible for the offense. For example: *"I've tried to tell you, but you always busy with your job and your friends"*. In this case, the offender blames the complainer, the activity that has been done and his/her friends.

Another apology strategies classification is also proposed by Sugimoto (1997) which is almost similar to other previous theories. There are statement of remorse (an expression of apology), accounts (an explanation or account), a description of damage, reparation and compensation (offer an repair), a promise not to repeat offense (a promise for forbearance), explicit assessment of responsibility, negative assessment of responsibility, positive assessment of responsibility, self-castigation and showing lack of intent or harm doing are includes in acknowledgement of responsibility in Olshtain and Cohen's (1983), contextualization and gratitude.

Contextualization is similar to an explanation or account. Using this strategy, the offender gives the whole context of what was happened to make the complainer see the whole picture and may consider lessen the responsibility to apologize and the last strategy which is different from other theories is gratitude.

It is the strategy in which the offender shows gratefulness of the chance to speak and acceptance of the apology from the complainer.

Those three theories are almost similar to each other. The distinctions are; Olshtain and Cohen classify the denial of the mistake into the acknowledgement whereas Trosborg classify it into other strategies; rejection and minimalizing the degree of offense and Sugimoto (1997) add other two categories; contextualization and gratitude. The writer decides to choose Olshtain and Cohen apology classification (1983) which completed by Olshtain and Blum-Kulka (1984) since the other previous studies in English Department Universitas Brawijaya use Trosborg's theory (1995). One of the findings reveals the utterances found which are in Bahasa Indonesia are different from the Trosborg's theory (1995). Thus, the writer wants to figure out whether apology classification proposed by Olshtain and Cohen (1983) which is completed by Olshtain and Blum-Kulka (1984) can be used in analyzing the data which are in Bahasa Indonesia.

### **2.3 Previous studies**

In this study, the writer uses three previous studies to broaden the knowledge and to get other perspectives to do the investigation. The first is the



study conducted by Batainneh and Batainneh (2005) entitled “American University Students’ Apology Strategies: An Intercultural Analysis of the Effect of Gender”.

They tried to find out the differences of apology strategies used by American University Students based on gender within the framework of the two-culture theory which claims that there are differences in male and female language. The researchers used Sugimoto’s (1997) apology classification which is almost similar to Olshtain and Cohen’s (1983) such as statement of remorse, accounts, a description of damage, reparation, compensation, a promise not to repeat offense, explicit assessment of responsibility, negative assessment of responsibility, positive assessment of responsibility, contextualization, self-castigation, gratitude and showing lack of intent on harm doing. They used 10 item-questionnaires to elicit data. In addition, they also discuss non-apology strategies used by the respondents.

The result reveals that male and female are using primary strategies of apology such as remorse, accounts, compensation and reparation combined with non-apology strategies; blaming victim and brushing off the incident as not important for them to take blame. The distinction is found in the frequencies of using certain strategies and the tendency to apologize. Manifestations of statement of remorse in apology strategies and fewer non-apology strategies are preferred by female respondents than their male counterparts. Moreover, the overt use of the statement of remorse reflects how female respondent’s tendency to apologize more than man.

The second study is a recent study conducted by Chunlin (2013) titled “Males and Females in Making Apologies in Chinese Daily Conversations: The differences and similarities?” He took the data from questionnaire collected from teachers, students, managers, bosses, cadres, manual workers, typists, accountants, technologists, and salesmen in 9 different provinces in China. The apology strategies classification theory is adopted from Olshtain and Cohen theory which has been modified to be more suitable in Chinese into seven strategies such as IFID, acknowledgement of responsibility, explanation or account, concern for the hearer, an offer of repair, promise for forbearance and add one strategy; exceptions in which the offender only smile and saying nothing or saying a joke.

In Chinese social and cultural background, females receive more apologies than males even though there are no significant differences in apology frequencies between males and females. It is because after the establishment of the People’s Republic of China in 1964 most people in China are required to pay attentions to females’ right therefore female receive more apologies. The distinction is found in the choice of apology and apology response strategies which is related to social rules and culture. Men prefer to choose IFID strategy which proves that man prefer camaraderie while women prefer to acknowledgment of responsibility strategy which relates to formality in conversation.

The third study was conducted in English Department titled “Strategies in Apologizing among Writers in *Pembaca Menulis* Column at *Jawa Pos* Newspaper by Pratama (2014). He tried to identify the strategy of apologizing and the lexical realization in *Pembaca Menulis* column at *Jawa Pos* newspaper published from



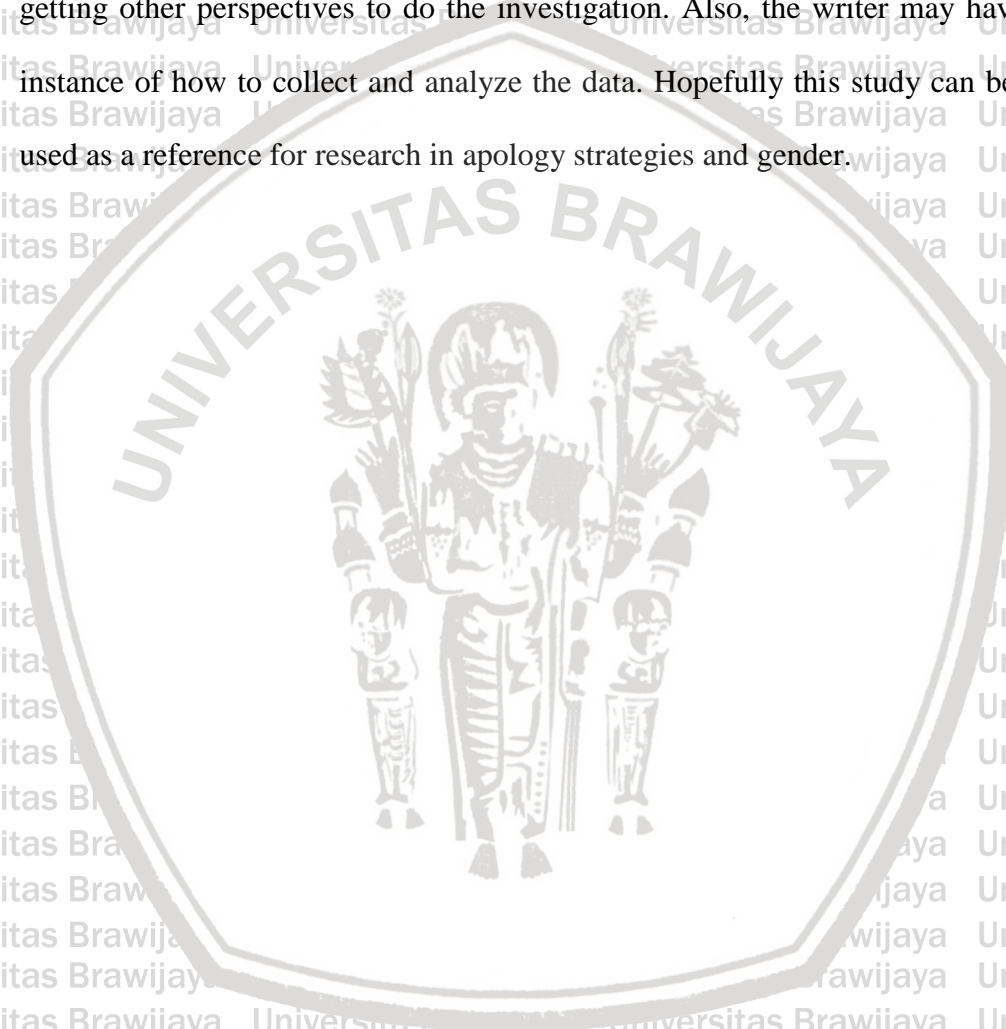
11<sup>th</sup> January to 28<sup>th</sup> February 2013. The result of the research reveals the utterances found in the column are different from the Trosborg's theories (1995), therefore the researcher tried to enrich Trosborg's theory by determining other seven theories namely confession, explicit apology, explicit apology followed by explanation, indirect apology followed by explanation, explicit apology followed by justification, explicit apology followed by admonition, and rejection to apologize. There are three reasons of apologizing in this study such as first, the readers and the writers realized their mistake; second, they prevented the complainer to make another complaint, and third, the value of apologize in Indonesia is lower than that in English-speaking country.

Based on those previous studies, the writer tries to conduct another research about gender-based differences in apology. Here, the writer used the classification proposed by Olshtain and Cohen (1983) and add one strategy proposed by Olshtain and Blum-Kulka (1984) whereas Batainne and Batainne (2005) used Sugimoto (1997) theory and Pratama (2014) used Trosborg (1995) theory. Both previous studies, Batainne and Batainne (2005) and Chunlin (2013) took the data from American students and Chinese respondents from various occupations while Pramata (2014) used apology utterances expressed among writers in *Pembaca Menulis* column at *Jawa Pos* newspaper as his data. In this study, the writer used Indonesian students as the participants and focus on campus life setting. Moreover, the smaller group of students is used to limit the data source.

In data elicitation, the writer used questionnaires from Sugimoto (1999) which was adapted in Batainne and Batainne (2005), and Today (2011). The

questions were modified and used as materials for the interview. The writer also recorded the respondents' answer, while in Batainneh and Batainneh (2005) and Chunlin (2013) the data were collected from written answers of the respondents.

Those previous studies help the writer in broadening her knowledge and getting other perspectives to do the investigation. Also, the writer may have the instance of how to collect and analyze the data. Hopefully this study can be also used as a reference for research in apology strategies and gender.





## CHAPTER III

### RESEARCH METHOD

This chapter presents the method that is applied in conducting the present study. It includes the research design, data source, data collection, and data analysis.

#### 3.1 Research Design

This research is a qualitative one since the data collected are in form of sentences which were the utterances of the participants. The qualitative inquirer deals with data that are in the form of words or pictures rather than numbers and statistics (Ary *et al*, 2010, p. 426). This research design was a content analysis since content analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of materials (Ary *et al*, 2010). This study was an attempt to describe the types of apology strategies used by male and female students of in English Department and the factors that facilitate male and female students in using apology strategies systematically and accurately.

#### 3.2 Data Source

The data source of this research were the transcription of the utterances of five male and five female students of Universitas Brawijaya and the data used

were the utterances of the students which contain apology strategies. According to Ary *et al* (2010, p. 421) qualitative studies more typically use non-random or purposive selection based on particular criteria. The writer use one of nonprobability sampling namely purposive sampling. Purposive sampling is also referred to as judgment sampling - sample elements judged to be typical, or representative, are chosen from the population (Ary *et al*, 2010, p.156). Purposive sampling usually used for attitude and opinion surveys. This study used purposive sampling related to students' attitude in apologizing.

The writer limited the number of the respondents by setting up certain criteria since not all the population can be participated as respondents. Qualitative researchers cannot observe everything about the group or site that might be relevant to the research problem. They may try to obtain a sample of observations believed to be representative of everything they could observe, but typically it is not a random sample. (Ary *et al*, 2010, p.428). The first criteria were they produced apology strategies in daily life frequently and the second criteria were they were students majoring in linguistics who have acquired Pragmatics and Sociolinguistics.

The writer only focused in 6<sup>th</sup> semesters students since they have acquired Pragmatics and Sociolinguistics in the previous semester. In the next semester, they will write thesis and this research can be used as their references in conducting research about apology strategies. Moreover, they considered as students who will involve in interaction with lecturer more especially when consulting their thesis. It would be better for them to know more about strategies



in apologizing which can be useful later when they face the situation where they make mistakes toward the lecturer.

### 3.3 Data Collection

To elicit the data, the writer used questionnaire of Sugimoto (1999) which was adapted in the study of Batainneh and Bataineh (2005) and Todey (2011).

The questions in the questionnaire were used as the material for interviewing the respondents.

First, the writer modified the question by designing ten campus life situations that the respondents probably experienced in daily routine as students so that the subjects would not have difficulties in imagining themselves in the situation. There are two kinds of such as inside the classroom and outside the classroom.

Inside classroom situation consists of situation when the students forgot to collect their friends' assignments and collect the wrong assignment whereas outside classroom situation consist of situation outside the classroom but still inside the university. For example, when losing lecturer's book or damaging friend's headset, coming late or not coming at all, forgetting something and miss understanding. Since the questions used campus life setting, there are two kinds of levels of intimacy; towards lecturers and friends and the levels of the severity of mistakes for the hearer, the speaker or both participants.

The questions were written in Bahasa Indonesia considering the respondents are Indonesian students. Thus, the answers were more natural and various. The

natural answers that the respondents gave enabled the writer to discuss more about apology strategies used by Indonesian students especially students of English Department, Universitas Brawijaya.

After modifying the questions, the writer chose ten students consisting of five males and five females students who fulfilled the criteria given and interviewed them. The writer read the questions and asked the students to answer them directly. Ten minutes were given to answer the questions while the writer recorded it. Last, after recording the answer, the writer transcribed the utterances of the students.

### 3.4 Data Analysis

There are some procedures to do data analysis as follow:

1. Classifying the answer from each respondent using the apology strategies classification by Olshtain and Cohen (1983) and Olshtain and Blum Kulka (1984). Thus, there are ten tables based on respondents; five males and five females. In doing so, the writer exemplifies two out of ten questions used.

**Question 1 :** *You borrow your lecturer's book to copy. Unfortunately, you are in hurry so you leave it somewhere and finally lose it. When your lecturer needs his/her book back, what will you say to him/her?*

**Question 2:** *You borrow your friend's USB flash disk to copy some movies in a 'warnet' but unfortunately you lose it including the file of assignment paper she has already made. What will you say to her?*



**Table 3.1 Example of the Types of Apology Strategies Used by Female Respondents**

Questions	Utterances	The types of apology strategies used by first respondent					
		Ex-Ap	Exp-St	Ac-Rsp	Of-Rp	Pr-Fr	Cn-Hr
Q1							
Q2							
Total							

**Ex-A** : Expression of Apology

**Of-Rp** : Offer of Repair

**Exp-S** : Explanation or Account of Situation

**Pr-Fr** : Promise for Forbearance

**Ac-Rsp** : Acknowledgement of Responsibility

**Cn-Hr**: Concern for Hearer

**Table 3.2 Example of the Types of Apology Strategies Used by Male Respondents**

Questions	Utterances	The types of apology strategies used by first respondent					
		Ex-Ap	Exp-St	Ac-Rsp	Of-Rp	Pr-Fr	Cn-Hr
Q1							
Q2							
Total							

**Ex-A** : Expression of Apology

**Of-Rp** : Offer of Repair

**Exp-S** : Explanation or Account of Situation

**Pr-Fr** : Promise for Forbearance

**Ac-Rsp** : Acknowledgement of Responsibility

**Cn-Hr**: Concern for Hearer

- Putting the total types of apology strategies from all male and female respondents into table 3.3 which showed the total number of the apology strategies and comparing the result.

**Table 3.3 Example of the Types of Apology Strategies Used by Male And Female Respondents**

Gender	The types of apology strategies used by Male and Female Students					
	Ex-Ap	Exp-St	Ac-Rsp	Of-Rp	Pr-Fr	Cn-Hr
Male						
Female						

**Ex-A** : Expression of Apology

**Of-Rp** : Offer of Repair

**Exp-S** : Explanation or Account of Situation

**Pr-Fr** : Promise for Forbearance

**Ac-Rsp** : Acknowledgement of Responsibility

**Cn-Hr**: Concern for Hearer

- Analyzing the types of apology strategies found and the strategies preferred used by each gender based on the table 3.3
- Explaining the findings and giving brief example of each strategy found from the utterances.
- Drawing conclusion of the types of apology strategies used by male and female students of English Department and the factors which facilitate the differences in using it.



## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents analysis of the data and discussion based on findings. It consists of two sections namely finding and discussion.

#### 4.1 Findings

This sub-chapter discusses the types of apology strategies used by male and female students of English Department, Universitas Brawijaya and the factors which facilitate it. The writer explains the findings and gives example of the strategies from the utterances.

Based on the utterances of the students in answering the question, the writer classified the strategies found into the table using Olshtain and Cohen (1983) theory. The data analyzed was taken from the utterances of 10 students consisting of 5 male and 5 female students of English Department, Universitas Brawijaya.

**Table 4.1. The Types of Apology Strategies Used by Male and Female Students**

Respondents	The types of apology strategies used by Male and Female Students					
	Expression of Apology	Explanation or Account of the Situation	Acknowledge of Responsibility	Offer of Repair	Promise of Forbearance	Concern for Hearer
Male	34	39	1	17		
Female	45	40	7	15	1	1

Table 4.1 shows that there are four strategies that are primarily used by male students such as expression of apology which occurs 34 times, explanation or account of situations which occurs 39 times, offer of repair which occurs 17 times and acknowledgement of responsibility which occurs once. Meanwhile, female students use six strategies in their utterances. They use expression of apology 45 times, 39 times for explanation or account of the situations, 15 times for offer of repair, 7 times for acknowledgement of responsibility and once for each concern for hearer and promise of forbearance.

#### 4.1.1 Types of Apology Strategies

Based on the students' utterances, the writer found six strategies based on the classification proposed by Olshtain and Cohen (1983) and Olshtain and Blum-Kulka (1984) which are describe in the sub-chapters as follows:

##### 4.1.1.1 Expression of Apology

This strategy is used by using Illocutionary Force Indication Device (IFID) that showed an offer of apology and sometimes it is combined with intensifier. Adverbials intensifier is used to strengthen the sincerity and the willingness of the offenders to apologize.

The word *Maaf* 'Sorry', *Mohon maaf* 'Very sorry' and *Sorry* are the IFID that are mostly used and sometimes followed by addressing terms for the lecturer *Bu* 'Ma'am' or *Pak* 'Sir' or *Bro*, *Rek* as terms of endearment for friends. Expression of apology also combined with adverbials intensifiers, (e.g., *Banget* and *Sekali*) which emphasize the students' sincerity in apology. It can be seen in



the following utterances in which the apology terms are in bold. The word *maaf*, *mohon maaf sekali*, *minta maaf* dan *sorry* are the example of the expressions of apology.

- a. **Eh maaf ya**, tadi aku lupa. Tapi ntar aku bilangin ke dosennya trus ntar aku minta maaf ke dosennya juga jadi ntar tugasmu aku susulin.  
'Hey, I am sorry. I forgot to bring your assignment but I will tell the lecturer and apologize for it. I will collect yours, then'
- b. **Bu F, maaf ya bu** soalnya ada tiba-tiba mendadak ada urusan yang gak bisa saya tinggalkan. Jadi **mohon maaf sekali** karena sudah kedua kalinya saya membatalkan janji. **Maaf sekali**, tapi lain kali saya usahakan saya gak bakal gini lagi  
'Mam, I am sorry since I have an urgent matter that cannot be left. I am very sorry for cancelling the appointment for the second time. I am so sorry, but I will try not to let this happen again'
- c. **Sorry yo rek**, tugasmu ker. Tugasmu eh tugasmu ketinggalan. Sek maneh, habis ini tak ambilin ke kosan, ketinggalan di kosan  
'Sorry guys, I left your assignment in my boarding house. I will get it in a minute'
- d. **Maaf** tadi ada hal yang tidak diinginkan, kecelakaan beruntun dan ini motornya **maaf** ini  
'Sorry, there was something unexpected happened, an accident and I am sorry about your motorcycle'
- e. **Bu, maaf** saya kemaren tidak sempat konsultasi. Saya salah baca jamnya, saya fikir itu jam tiga, ya saya datang jam tiga nah tapi ternyata ibu sudah ga ada, saya **minta maaf Bu**.  
'I'm sorry, Mam. I didn't manage to consult with you. I have mistaken in reading the time, I thought it was three o'clock so I came at that time but you weren't here. I am sorry, Mam'

The bolded word in utterance (a) is categorized as expression of apology because of the word *Maaf* 'Sorry'. The female student used this strategy when she is involved in slight offence. In utterance (b), the bolded words *Maaf* 'Sorry' and *Mohon maaf* 'Very sorry' are the expressions of apology combined with intensifier *sekali* 'Very' and addressing term *Bu* 'Ma'am'. Besides apologizing to her lecturer for cancelling the appointment twice, she used intensifier '*sekali*'

‘Very’ to show her regret. This strategy occurs 45 times and it is frequently used by female students compared to other 6 strategies. They use expression of apology strategy to almost all recipients (lecturers and friends) and severity levels of the offence.

Male students also use expression of apology and combine it with addressing term and intensifier. It can be seen in utterance (c) where the students used IFID *Sorry* and terms of endearment *Rek* to his friend, in apologizing for slight offence.

Male student in (e) expressed his apology using the combination of IFID and addressing term to the lecturer, it shown in the bolded words *maaf* ‘Sorry’ and *saya minta maaf, Bu* ‘I’m sorry, Mam’ while in (d) he was involved in serious offence and repeat the word *maaf* ‘Sorry’ to show his regret for damaging the motorcycle. Even though it occurs for 34 times in utterances, this strategy is mostly used by male students toward their lecturer rather than to their friends.

#### 4.1.1.2 Explanation or Account of Situation

This strategy is used by the students to explain the situations happen which make them to do the offence. They never expected those situations would happen and tried to convince the hearer not to be angry by using this strategy. The utterances that contain explanation of the reason for doing the offence are as follow:

- a. *Aduh, Bro habis kena musibah nih. **Dijalan depan ada mobil ngerem mendadak, jadinya nabrak.** Dimaafin gak nih, ntar rusak-rusaknya aku ganti pelan pelan deh.*  
‘Man, something bad happened, **there was a car there that suddenly stopped so I bumped into it.** Will you forgive me? I will pay for the damage later’



b. *Bu, saya pikir kemarin jam tiga soalnya sms ibu barengan sama sms temen saya janjian jam tiga jadi saya ketuker, maaf ya bu.*

‘Mam, I thought we were supposed to meet at three o’clock; your message arrived at the same time with my friend’s about meeting at three o’clock so I have mistaken in understanding your message. I am sorry mam’

c. *Maaf sebelumnya, aku nabrak...Pas lampu merah ada kendaraan berhenti mendadak trus akhirnya aku nabrak. Besok aku benerin, besok aku gak ada kuliah jadi langsung ku benerin.*

‘I’m sorry before, I collided. There was a red traffic light and a car suddenly stopped so unfortunately I bumped into it. I will repair it tomorrow. I don’t have any classes tomorrow so I will repair it right away’

d. *Bu maaf bu, saya sangat ceroboh saya tadi salah baca. Saya pikir ketemuan jam tiga ternyata ketika saya cek lagi smsnya ternyata bu F mintanya jam dua. Jadi maaf sekali ya bu karena sudah membuang waktunya untuk menunggu saya*

‘I am sorry mam, I am so careless. I read the message wrongly. I thought we will meet at three o’clock but after I re-checked the message, you asked me to come at two o’clock. I am really sorry for wasting your time waiting for me, Mam’

The male utterance in (a) explained that he broke his friend’s motorcycle because he bumped into a car. The bolded words in (a) is the explanation of the situation. He used explanation or account of situation only as the strategy to apologize for serious offence. Next, the bolded words in utterance (b) explained that the student misunderstood the time appointment with the lecturer because he has mistaken his lecturer’s message with his friend’s. In this situation, he combined explanation or account of situation for doing the offence with expression of apology.

This strategy occurs 39 times in male utterances. Among those four strategies used by male students, explanation or account of situation is the most frequently used strategies in 10 questions. They use this strategy towards friends more than the lecturers. When apologizing to friends they more likely combine it

with offer of repair than expression of apology, and while apologizing to the lecturer, they combine it with expression of apology more than offer of repair. In the context of severity of the offence, this strategy occurs more in serious offence more than slight offence.

This strategy occurs 40 times in female students' utterances. Female students combine this strategy with other strategies more often than male students.

For example, the bolded words in utterance (c) explained the reason why the female student broke her friend's motorcycle after apologizing using expression of apology which is then followed by direct offer a repair.

In utterance (d), explanation or account of situation is combined with expressing self-deficiency with the intention to calm her lecturer. The explanation or account of situation strategy is shown in the words *saya tadi salah baca. Saya pikir ketemuan jam tiga ternyata ketika saya cek lagi smsnya ternyata bu F mintanya jam dua*. She explained that she has mistaken the time for the appointment and realized it after checking the message again. In addition, she also apologized for the time that the lecturer has spent to wait for her.

From 40 utterances containing explanation or account of situation found, this strategy is combined with expression of apology frequently. Unlike male students, female students tend to use this strategy towards the lecturer more than toward friend. However, when they are involved in serious and slight offences, they use explanation or account of situation strategy equally.

#### 4.1.1.3 Acknowledgement of Responsibility



Olshtain and Cohen (1983) divide this strategy into two situations. The first is when the offender accepts the responsibility to apologize and reject the responsibility or the need to apologize. When the students are aware of the situation that they have done something wrong and accept the responsibilities, they are likely to use these three sub-formulas; expressing self-deficiency, expressing lack of intent to harm the hearer, and accepting blame. This strategy is often combined with expression of apology, explanation or account of situation and offer of repair strategies which can be seen in the following utterances:

- a. *Ya ampun, aku nggak sengaja, aku gak ada maksud untuk ngilangin flashdiskmu ! Maaf, aku lupa tadi ketinggalan di warnet ntar aku cek lagi di warnetnya, ntar kalo udah ketemu ku balikin lagi ke kamu*  
 ‘Oh my God, **I didn’t mean to, I didn’t have any intention to lose your flashdisk!** I am sorry I forgot that I left it in warnet. I will check it again and give it back to you after I find it’
- b. *Bu maaf, waktu saya fotokopi ketika saya ngambil ternyata buku yang saya Fotokopi itu hilang dan sekarang saya masih minta pertanggung jawaban bapak fotokopian. Jadi saya minta maaf bu atas kelalaian saya.*  
 ‘I am sorry mam. I was about to take your book after copying it but it was lost. I am still trying to get accountability from the man who copied it now so **I’m sorry for my negligence, Mam**’
- c. *Bu maaf bu saya sangat ceroboh saya tadi salah baca. Saya pikir ketemuan jam tiga ternyata ketika saya cek lagi smsnya ternyata bu F minta jam dua. Jadi maaf sekali ya bu karna sudah membuang waktunya untuk menunggu saya.*  
 ‘I am sorry mam, **I am so careless.** I read the message wrongly. I thought we will meet at three o’clock but after I re-checked the message, you asked to meet at two o’clock. I am really sorry for wasting your time waiting for me, Mam’

Those examples are the utterances when the students lose their friend’s flash disk, their lecturer’s book and come late for the appointment with the lecturer. The bolded words in (a) shows a female student acknowledged her responsibility for losing her friend’s flash disk, she used the word *nggak sengaja*

first which implicitly indicates that she had no intention to lose it. She repeated it again and emphasized it by directly stating that she did not mean to lose it *aku gak ada maksud untuk ngilangin flashdiskmu !*.

Being involved in serious offence towards the lecturer, the female students in (b) and (c) indirectly showed their acknowledgments through criticism of themselves. In (b) the bolded words *jadi saya minta maaf bu atas kelalaian saya* means the student acknowledges that she has lost her lecturer's book because of her negligence while in (c) the student misunderstood the time of appointment with the lecturer because of her carelessness which is shown in the bolded words *saya sangat ceroboh*.

Not only accepting the responsibility, the writer also found that student rejected the need to apologize and avoided compensate for things that they have broken or lost as seen in the utterances:

- a. *Aku gak tahu kalau pas aku pinjem, headset kamu udah rusak, ternyata pas kamu coba nggak bisa, terus sekarang kamu pake rusak, **kan bukan salah aku**.*  
 'I do not know whether it had been broken when I borrowed it. If it did not work after you tried it and broke when you use it... Well, **that is not my fault**'
- b. ***Lho, kemarin bukunya bukannya sudah saya balikin, Bu ?***  
 '**I've already returned it yesterday mam, haven't I ?**'

The first utterance (a) is the utterance of female students. She explained that the headset has already been broken before she borrowed it so she rejected the responsibility for damaging it. She directly stated through the words *kan bukan salah aku* which indicate that she did not want to be responsible for it and did not show any intention to pay for the damage.



Male student in (b) implicitly convinced his lecturer that he has already returned the book. This is counted as rejected the needs to apologize and responsibility of offence since the student is in the situation where he admitted that he has borrowed the book but he lost it. When the lecturer asked him to return it, he asked his lecturer whether he already returned it instead of explaining the reason of losing it. Thus, he rejected the needs to apologize and to be responsible for the offence.

Acknowledgement of responsibility strategy including rejection of the needs to apologize, and the needs of responsibility for the offence occur seven times in female students' utterances. Based on the recipients of apologize, they tend to use it towards the lecturer more than friends and in the severity level of the offences, this strategy is frequently used in serious offences.

The writer found this strategy occurs once in male students' utterances. Lecturer is the recipient who frequently receives this strategy. Different from female students, male students did not use this strategy toward their friends. The sub-formula that found is the rejection of the responsibility for the offence which is used in serious offence.

#### 4.1.1.4 Offer of Repair

Both male and female students are using this strategy in situation where they can remedy their fault by offering a repair or compensating for the inconvenience. The characteristic of this strategy is the use of the word *ganti*, 'pay for the damage or compensate', *baikin* 'repair' and *benerin* 'repair'. Those words

indicate the students' willingness to repair or compensate for the damage they have committed. There are four situations in the questionnaire that categorized in losing or damaging things which led them to use this strategy.

- a. *Kamu pake headsetku dulu boleh gak ? Ntar kalo udah ada uang, aku ganti deh*  
 'How about using my headset? **I'll buy you a new one** after I have money'
- b. *Headset mu rusak, ntar tak ganti ya.*  
 'Your headset is broken; **I will pay for it later**, okay?'

In utterance (a) female student showed her responsibility by offering her headset to her friend first through the bolded words, *aku ganti deh*. It indicates that she will pay for the damage by buying her friend a new headset while in utterance (b) male student directly stated that he will compensate for the broken headset through the words *ntar tak ganti ya*. In some slight offences, female student combine it with explanation or account of situation. It can be seen in the following utterance:

- c. *Vy, maaf headsetmu rusak, aku jelasin alasan aku kenapa headset kamu bisa rusak trus vy headset kamu bakal aku ganti*  
 'Vy, I am sorry for breaking your headset. I explained the reason why it was broken and **I will compensate for your headset**'

She will compensate for the broken headset to her friend through the words *headset kamu bakal aku ganti* after explaining her reason for breaking her friend's headset. However, male and female students tend to state that they would pay for the damage and combine it with other strategies when they are in serious offences. It can be seen in the following utterances;

- d. *Vy, fdmu ketinggalan di warnet, udah aku balik ternyata fdnya udah ga ada. Ini gimana nih? Trus tugasmu gimana, aku yang kerjainkah ? Trus aku bakal balikin flash disknya karena ilang gara gara aku.*



‘Vy, I left your flash disk in warnet. It had already lost when I got there. So, what am I supposed to do now? Do I have to finish your homework? Well, since it was lost because of me so **I will return your flash disk**’

e. *G, di flashdisk lo ada data-data yang penting gak ger? Soalnya fd lu ilang, ntar gue ganti deh. Serius deh, ntar gue ganti kalo ada uang deh.*

‘G, are there any important data in your flash disk? Your flash disk was lost but **I will pay for it**. I’m serious. **I will compensate it** after I have money’

f. *Tadi aku make motor, trus ketabrak gini..gini.. trus akunya gak apa-apa, tapi motormu beset gini..gini.. kalo gak terima ya, bisa kita bawa ke bengkel dibenerin.*

‘I used your motorcycle then I collided like this... and this... I’m okay but your motorcycle was scratched. **If you’re not okay with this, we can have it repaired in the workshop**’

g. *Maaf sebelumnya, aku nabrak. Pas lampu merah ada kendaraan berenti mendadak trus akhirnya aku nabrak. Besok aku benerin, besok aku gak ada kuliah jadi langsung ku benerin.*

‘I’m so sorry before, I collided. There was a red traffic light and a car suddenly stopped so unfortunately I bumped to it. **I will repair it tomorrow**. I don’t have any classes tomorrow so **I will repair it right away**’

h. *Eh, flashdiskmu ker di warnet, aku wes mau balik wes ilang ga ono, ya ngkok tak ijole wes*

‘Hey, I left your flash disk in warnet, I went there again but it had already lost. **Well, I will compensate for it**’

Those utterances are the combination of offer of repair strategy and explanation or account of situation strategy. Female student in utterance (d)

explained the situation and asked her friend about the files in it, whether she could do something about it and returned the flash disk. The bolded word in (d) *aku*

*bakal balikin flashdisknya* indicates that she would like to buy her a new flash

disk. Similar to utterance (d), in utterance (e) male student asked his friend first about the files in it and explained that he lost his flash disk. He showed his willingness to pay for the damage in the words *ntar gue ganti deh*.

The utterances in (f) and (g) are the examples when they are involved in damaging their friends’ motorcycle. Male student in (f) used explanation or

account of situation first and showed his willingness to pay for the damage if needed in the words *kalo gak terima ya, bisa kita bawa ke bengkel dibenerin*. He show his intention to responsible for it by asking his friend to bring the motorcycle to the workshop together while female student combined it with expression of apology, explanation or account of situation strategy. The bolded words in (g) show her willingness to pay for the damage after expressing her regret and explaining the situation. She even emphasized her willingness by repeating her statement to pay for the damage.

In utterance (h), male student used a direct offer of repair through the bolded words *ya ngkok tak ijole wes*, the word ‘*Ijole*’ means ‘compensate or pay for the damage’. He stated that he would pay for the damage by buying his friend a new flash disk.

i. *Pak, maaf bukunya kemarin gak sengaja keteliset tapi nanti gimana ya pak, saya cariin ke kelas lain atau mungkin saya cariin dulu apa gimana.*  
‘I’m sorry, Sir, I accidentally tucked the book yesterday. What should I do now, Sir? **Do I have to find it in another class or should I try to search it again or how?**’

j. *Ya mohon maaf pak, bukunya modulnya kemarin hilang dan sudah saya cari gak bisa, gak ketemu ternyata. Yang harus saya lakukan apa Pak, **apa saya harus mencarinya atau kah saya harus mengganti, beli dimana gitu atau pinjam dimana ?***  
‘I’m sorry, Sir. The module was lost yesterday. I have been looking for it but I couldn’t find it. What am I supposed to do, Sir? **Do I have to look for it or I have to pay for it, where do I have to buy or borrow it?**’

As explained before that the offender may offer repair or pay for the damage in specified and unspecified way, the bolded words in utterance (i) is the example of offer of repair in unspecified way. Female student in utterance (i) did not state directly that she would pay for the damage but tried to find another way to compensate it by trying her best to find the same book in another class. In



utterance (j), the bolded words show male student also indirectly stated that he would responsible by asking whether he had to keep looking for the book or paid for the damage. By giving those options and asking where he had to buy or borrow the book, he showed his willingness to compensate for the inconvenience.

**k.** *Maaf bu, bukunya kemaren waktu mau difotokopi hilang, jadi gak ada fotokopiannya juga, gimana kalo saya gantin aja, ibu kemaren belinya dimana?*

‘I’m sorry mam. The book was lost when I about to copied it. There was no copied at all, **how if I compensate it, Mam? Where did you buy the book?**’

**l.** *Maaf bu ini bukunya saya ganti yang baru, saya ganti yang punya ibu kemarin hilang karena saya penyebabnya.*

‘I’m sorry, Mam. I bought you a new book. **I changed it with the new one** because I lost your book yesterday’

The bolded words in (l) and (m) are the examples of students who directly stated that they will pay for the damage. Most of the students asked the place where the lecturer bought the book which can be considered as their intention to pay for the damage.

This strategy occurs 17 times in male utterances and it is mostly found in serious offences. In female utterances, this strategy occurs 15 times and in serious offences. However, the writer mostly found direct offer of repair and only found one indirect offer of repair in male students’ utterances while female students use both direct and indirect offer of repair. Even though female students use direct and indirect offer of repair, when they are involved in situation towards friends, they tend to use indirect offer of repair.

#### 4.1.1.5 Promise for Forbearance

When people repeat the same mistake for many times, they remedy their fault and convince the hearer by promising that they will not do it anymore.

However, most students do not use this strategy in the situation where they have made appointment with the lecturer for second time but they cancelled it because something happened. Among 10 students chosen, only one female student used this strategy.

a. *Bu F, maaf ya bu soalnya ada tiba-tiba mendadak ada urusan yang gak bisa saya tinggalkan. Jadi mohon maaf sekali karena sudah kedua kalinya saya membatalkan janji. Maaf sekali, tapi **lain kali saya usahakan saya gak bakal gini lagi.***

‘Mam, I’m sorry because I have an urgent matter that I cannot leave. Once again, I’m very sorry for cancelling the appointment for the second time. I’m so sorry, but **I’ll try not to let this happen again next time**’

She combined expression of apology, explanation or account of situation and offer of repair strategy. After showing her regret and explaining the reason of cancellation, she indirectly promised that she would not let the same situation happen again later in the future. The utterance *lain kali saya usahakan saya gak bakal gini lagi* represent her promise for not to repeat the same mistake again. The other students only acknowledged that they have cancelled the appointment for the second time but they do not give promise to not to do it again.

#### 4.1.1.6 Concern for Hearer

When inconvenience or physical injury happens, the offender uses this strategy by showing their concern for the hearer’s condition or feeling. This strategy occurs once in female students utterances. In the situation when she has appointment to meet her friend but she was late for about one and half hour, she



asked whether her friend had been waiting for so long until she came. It can be seen in the following utterance:

- a. *Yah, lama ya ? Maaf ya udah lama nungguin. Aku gak tau kalo ternyata janjiannya jam sembilan.*  
 ‘**You’ve been waiting for so long, haven’t you?** I’m sorry for waiting for me. I don’t aware if we are supposed to meet at nine o’clock’

The bolded words in (a) implicitly indicates that the student shows her regret by asking whether her friends has been waiting for a long time. By asking that question, it means that she concerns about her friend’s feeling. She felt sorry for making her friend waiting alone which caused inconvenience to her friends. She combined the expression of apology and explanation or account of situation along with this strategy. This strategy is mostly used when physical injury happens but it also can be used in the situation where the inconvenience happened because of the offender.

#### 4.1.2 Factors that Facilitate the Use of Apology Strategies

From the findings, the writer found that male and female are using different strategies in apologizing. There are four strategies used by male students such as explanation or account of situation (39 times), followed by expression of apology (34 times) in the second place, offer of repair (17 times) and acknowledgement of responsibility (once) in the third and fourth place.

There are six strategies that occur in females students’ utterances. They primarily use expression of apology in the first place (45 times), explanation or account of situation (40 times), offer of repair (15 times) and acknowledgement of

responsibility (7 times), promise for forbearance (once) and concern for hearer (once).

Both male and female students tend to use the same third and fourth strategies namely offer of repair and acknowledgement of responsibility.

However, offer of repair strategy is used more in male students' utterances than female students' and acknowledgement of responsibility are used by female students' more than male students.

The writer divided the situation of apology based on levels of intimacy and the severity of mistake. Levels of intimacy are divided into towards lecturer who has more power or higher status but less distance with the students and towards friends who has equal power but close distance or relationship with the students.

The severity of mistakes is divided into slight and serious offence based on the impact for the hearer, or both of them. The differences of using apology strategies can be seen towards these aspects.

Male students use account of situation more frequently in apologizing towards friends both in slight and serious offence. They are known for their difficulties in expressing themselves which is different from females who are more expressive than male. They give explanation about the reason of doing the offence rather than directly state they are sorry. By giving explanation, they accept that they are involved in the offence but they are not fully responsible for doing so.

According to Tannen (2007, cited in Douglas 2010), males focus on independence, maintain their power and status while females focus on intimacy,



and solidarity. Doing offences means hurt the hearer's feeling which will give impact to their relationship and females concern about this matter more. That is why female students tend to choose expression of apology towards friends. They maintain the harmony of their relationship with friends by saying they are sorry and show her regret in both serious and slight offences.

However, when the students are involved in the offences toward lecturer, the emersion of using expression of apology and explanation or account of situation strategy are equal. Lecturers are the recipients of apology who have higher status than the students so they tend to be more polite in expressing their apology by using both strategies.

Female students chose acknowledgment of responsibility more than male students toward friends. Most of them admit that they are guilty; express their self-deficiency and lack of intention to harm their friends. This is because females involve their personal feeling and emphasize in solidarity. They never think that acknowledging that they are responsible for the offence will affect their power or status in society. Thus, they will be considered as someone who is honest and responsible. This is also related to the data that female student include concern for hearer strategy in apologizing. The promise for forbearance occurs once since the students are confident that they will not repeat the same mistake again. Therefore, both male and female students rarely use this strategy.

Male students do not use expression of self-deficiency and expression of lack of intention to harm the hearer strategies toward their friends since male is reluctant to express his self-deficiency. Thus, expressing that they are lack of

something will impact on their power in society. They concern about their self-esteem in society. In apologizing toward lecturers, female students explain about their negligence in causing the offence while only one of five male students uses this strategy by rejecting the need of responsibility.

Yule (1996) states that when having problems males tend to give or get solution rather than sympathy. This statement supports the data about the emersion of offer of repair, especially direct of repair which occurs higher in male students' utterances than female students. By directly offering repair or paying for the damage, they resolve the problems quickly without being involved in a long discussion while female students use direct and indirect offer of repair toward friends and lecturer.

## 4.2 Discussion

From the findings, the writer found some interesting answers from the students which can be considered as new phenomena since the answers were unpredictable. In other words, the answers were different from common response that is usually given by the students.

The first is when they borrowed their friend's motorcycle and unfortunately got into an accident, one of male students explained that he will ask the man who bumps into him to be responsible but after that he directly states that he will repair it too since he uses the motorcycle. However, another male student only explains that if the motorcycle is not broken, he will not tell his friend about it. He will tell his friend only if the motorcycle is broken and the one who bumps



into him is responsible to pay for the damage. His utterance is not categorized as offer of repair since he does not show any intention to pay for the damage and only explains who is responsible to pay for the damage.

The second, the writer also found some interesting answers from female student. One of them cannot give the answer. She remains silent and does not give any answers. She categorized this situation as a serious offence and she only bends her head down. The writer assumed that when she is involved in this situation, she is afraid that her friend will be angry. Thus, she chooses to bend her head down and keep silent to show her deep regret since female's personal feeling is often involved in every day interaction.

The third interesting answer is when one of the male students bravely rejects the need of responsibility when the lecturer asked him about the book that he has borrowed before. This is also related to how males concern about showing their self-deficiency in public. He implicitly convinces his lecturer that he has already returned the book instead of explaining the reason of losing it. He avoids the responsibility to admit that he is wrong, to apologize and to pay for the damage.

The last, although the emersion of using expression of apology strategy and explanation or account of situation strategy toward lecturers are equal in both genders, there is a situation where they were given assignment to make an essay but, when they are supposed to collect it, the assignment given was to make a review of previous chapter. They misunderstood the command from the lecturer.

Female students apologize to their lecturers using the expression of apology and explanation or account of situation.

On the other hand, three out of five male students give different answer to this situation. Two of them tend to collect it without apologizing to the lecturers.

They considered this situation as slight mistake where at least they collect the assignment on time no matter whether it is wrong or not. They will say they are sorry only if the lecturers realize and complain about it.

One of them even chooses to collect it next week rather than collects the assignment that he has done before. He rather makes a new assignment without telling the lecturer and gives an excuse that he forgets to collect it last week. He thinks that this situation as slight offence where he does not have to apologize or tells the truth because even though he is late, at least he collects the right assignment. There are only two male students who apologize by using expression of apology and account of situation. This is supported by Holmes (1989) that state female apologizes for slight offences more.

After discussing the findings, the writer compares the result of the present study with the previous studies. The first previous study by Bataineh and Bataineh (2005) found that based on Sugimoto's (1995) theory, male and female students of American University primarily use remorse, accounts, compensation and reparation strategy. The distinction is found in the emersion of using certain strategy. For example, the frequency of female students choosing statement of remorse (one expression of apology) is 50.5 percent which is higher than male students that have 48 percent.



The second previous study is conducted by Chunlin (2013) using Olshtain and Cohen's apology strategy classification which has been modified to be more suitable in Chinese. He found the strategies that used by Chinese are Expression of apology/IFID (Illocutionary Force Indication Device), RESP (Acknowledgement of responsibility), and RERP (Offer of Repair). Males more often than females prefer IFID strategy while females prefer acknowledgment of responsibility and significant differences are seen in the context of equal power, less distance, serious and slight offences.

In this study, the strategies used by the students are explanation or accounts of situation, expression of apology, offer of repair, acknowledgement of responsibility, concern for hearer and promise for forbearance. Based on gender, there are four strategies used by male students and there are six strategies that occur in females students' utterances. Male students primarily use explanation or account of situation strategy whereas female students prefer expression of apology strategy.

The differences between the result of this study with the result of previous studies is that male students primarily use explanation or account of situation strategy whereas in Bataineh and Bataineh (2005) males prefer using statement of remorse (expression of apology) and in Chunlin (2013) males prefer using IFID strategy. There are some factors for having different result in males' choice of apology strategies such as this study uses 2 levels of intimacy and focus in students of English Departments only. Besides, different cultures also might

facilitate the differences between this study with the previous studies which was conducted in America and China.





## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter covers conclusion of the results and the suggestion for the next researchers

#### 5.1 Conclusions

Based on the problems and the analysis of the data obtained, the writer concludes that there are four strategies used by male students of English Department, Universitas Brawijaya such as explanation or account of situation, expression of apology, offer of repair and acknowledgement of responsibility.

Female students use six strategies such as expression of apology, explanation or account of situation, offer of repair, acknowledgement of responsibility, promise for forbearance and concern for hearer.

The differences of apology strategies used by male and female students is male students tend to use explanation or account of situation strategy more than female while female use expression of apology strategy more than male. In addition, female students use acknowledgement of responsibility more than male students while male only use acknowledgement of responsibility strategy towards lecturers. On the other hand, male students more often use direct offer of repair strategy more than female students and female students use concern for hearer and promise for forbearance while male students do not use it.

Female and male are known for having different characteristics in conversation. Female usually involves personal feeling, emphasizes in intimacy and solidarity and apologizes for light offences whereas male uses logical thinking, emphasizes in power and status, prefers getting or giving solution to sympathize. These are the factors that facilitate male and female students of English Department, Universitas Brawijaya in choosing apology strategies.

This study revealed the strategies used by the students without including the impact of those strategies to the hearer since the main aim of the study is to find out the types of apology and the factors facilitate in choosing the apology strategies. The campus life setting that is used in this study could limit the other variation of offences that might happen in students' daily life. However, it helped the students to answer the questions since they questions that have been designed consist of the situation that they probably experience in campus life. Moreover, it needs frugality in analyzing the data which are in Bahasa Indonesia by using the theory which are originally designed for English.

To conclude, sometimes the hearers expect the offenders to apologize using the way that the hearers want them to. However, male and female have their strategies in apologizing. By knowing that each gender has their strategies preferred in apologize, misunderstanding can be avoided especially when people are involved in mixed-sex interactions.



## 5.2 Suggestions

This research can be used as a reference to investigate the same area of study. The writer offers some suggestions that may be useful to enrich the future research. First, this research investigates the differences of apology strategies used by students based on gender. The writer suggests the next researchers investigate factors that influence apology strategies from different aspects such as ages, social status and so on. Moreover, this study uses 2 kinds of level of intimacy and severity of the mistake in the questionnaire whereas the future researchers can use other situations.

Second, the next researchers can investigate the differences in apology strategies and apology responses used by the students especially in using Bahasa Indonesia. Last, the next researchers can use other theories about apology strategies classification. Hopefully, this study can be used as a starting point for other researchers to analyze apology strategies used by students.

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# APPENDICES



## **Appendix 1. Questionnaire of Apology Strategies from Batainneh and Batainneh (2005)**

### ***The Questionnaire***

Dear Respondent,

The researchers are conducting a study entitled **Apology Strategies of American University Students**. You are kindly requested to answer the items of this questionnaire carefully and accurately. Rest assured that the information obtained in the course of this study will be kept confidential and used only for the purposes of academic research. Thank you.

#### **I. General Information:**

**Sex:** ☐ Male ☐ Female

**Major:** ----- **Nationality:** -----

#### **II. Please respond to these questions as realistically and honestly as possible.**

1. You borrowed an umbrella from your best friend, and the wind broke it beyond repair. What do you say to him/ her?

-----

2. You have made plans to go to a concert with your friends; you could not make it and you still owe them money for the ticket. What would you say to them?

-----

3. You showed up an hour late for a group trip on spring break. What do you say to the students traveling with you?

-----

4. You have borrowed a classmate's homework, submitted yours and failed to return his/ hers. What do you say to him/ her?

-----

5. You did not show up for a meeting due to a friend's accident. What do you say to the students who were supposed to meet with you?

-----

6. You borrowed a CD from your roommate and did not return it for 3 weeks. What do you say to him/ her?

-----

7. You failed to meet a friend at the hotel due to miscommunication. What do you say to him/her?

-----

8. You were playing with your friend's computer and erased the important paper s/he had been working on for the past two weeks. What do you say to him/ her?

-----

9. You borrowed your brother's/ sister's Walkman and broke it. What do you say to him/ her?

-----

10. You cancelled a club meeting and inconvenienced all the members of the club. What do you say to them?

-----



## Appendix 2. Questionnaire of Apology Strategies from Todey (2011)

### *The Questionnaire*

Dear Respondent,

I am conducting a research project for ENG 511 (Introduction to Linguistic Analysis) in which I will be reviewing apology strategies used by both native speakers and non-native speakers of English to draw some conclusions regarding the way in which we apologize. The information gathered from this study will be used only for my final project in ENG 511. All information gathered for this project will remain anonymous. A copy of the final project will be available at the end of the semester.

Thank you,

Erin Todey ([eftodey@iastate.edu](mailto:eftodey@iastate.edu))

### PLEASE DO NOT WRITE YOUR NAME

Sex: ☐ Male ☐ Female

Age: \_\_\_\_\_ years

Nationality: \_\_\_\_\_ Native Language: \_\_\_\_\_

*Please answer the following questions as realistically as possible.*

- 1. You accidentally run into a well-dressed woman while in a department store. What do you say to her?**

\_\_\_\_\_  
Severity of the offense:

1 (not severe at all) 2 3 (somewhat severe) 4 5 (extremely severe)

- 2. You showed up an hour late for a meeting with all your colleagues. What do you say to your co-workers and boss?**

\_\_\_\_\_  
Severity of the offense:

1 (not severe at all) 2 3 (somewhat severe) 4 5 (extremely severe)

- 3. You borrowed your professor's book but have lost it. Your professor now needs the book back. What do you say to him/her?**

\_\_\_\_\_  
Severity of the offense:

1 (not severe at all) 2 3 (somewhat severe) 4 5 (extremely severe)

- 4. You were supposed to go a friend's birthday party but forgot because you had a paper to finish. What do you say to them?**

\_\_\_\_\_  
Severity of the offense:

1 (not severe at all) 2 3 (somewhat severe) 4 5 (extremely severe)

**5. You forgot an important meeting with your boss. What do you say to him/her?**

*Severity of the offense:*

1 (not severe at all) 2 3 (somewhat severe) 4 5 (extremely severe)

**6. You were playing with a friend's computer and erased the important paper she/he had been working on for the past two weeks. What do you say to him/her?**

*Severity of the offense:*

1 (not severe at all) 2 3 (somewhat severe) 4 5 (extremely severe)

**7. You borrowed your brother's iPod and broke it. What do you say to him?**

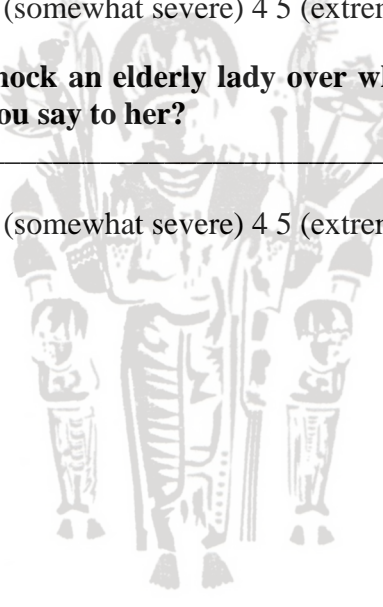
*Severity of the offense:*

1 (not severe at all) 2 3 (somewhat severe) 4 5 (extremely severe)

**8. You accidentally knock an elderly lady over when getting off the bus in a hurry. What do you say to her?**

*Severity of the offense:*

1 (not severe at all) 2 3 (somewhat severe) 4 5 (extremely severe)





### Appendix 3. Questionnaire of Apology Strategies Adapted from Batainne and Batainne (2005) and Todey (2011)

#### KUEISIONER

1. Kamu meminjam tugas temanmu, pada hari pengumpulan yang telah ditentukan, kamu mengumpulkan tugas milikmu tetapi lupa mengumpulkan tugas temanmu karena meninggalkannya di kos-kosan. Apa yang akan kamu katakan pada temanmu?
2. Kamu meminjam headset milik temanmu tetapi headset tersebut rusak. Apa yang kamu katakan pada temanmu saat ia membutuhkan headset tersebut ?
3. Kamu meminjam flashdisk teman untuk mengcopy film dari sebuah warnet. Ketika mengembalikan flashdisk tersebut, ternyata file tersebut tertinggal dan hilang termasuk tugas yang sudah dikerjakan temanmu. Apa yang akan kamu katakan kepadanya ?
4. Kamu berjanji untuk mengerjakan tugas kelompok dengan temanmu. Tetapi ternyata terjadi kesalahpahaman dengan temanmu mengenai waktu pertemuan. Temanmu harus menunggu sendiri selama satu setengah jam sebelum kamu datang. Apa yang akan kamu katakan pada temannya ?
5. Kamu meminjam sepeda motor milik temanmu untuk mengambil sesuatu di kos-kosan. Namun dalam perjalanan, kamu terlibat kecelakaan beruntun hingga motor tersebut rusak. Apa yang akan kamu katakan pada temanmu ?
6. Kamu bukan penduduk asli Malang. Kamu berencana untuk bertemu dengan dosen PA untuk hari ini dan sudah membuat janji sebelum kamu tiba di Malang. Namun ketika hendak menuju ke Malang dengan sepeda motor, ternyata ada sesuatu hal yang membuatmu membatalkan janji dengan beliau untuk kedua kalinya. Apa yang akan kamu katakan pada beliau ?
7. Kamu meminjam buku dari dosen untuk digandakan (*copy*). Tetapi karena kamu terburu-buru, kamu meninggalkan dan menghilangkan buku tersebut. Ketika beliau membutuhkan buku tersebut untuk mengajar. Apa yang kamu katakan?
8. Kamu terlambat mengumpulkan tugas-tugas UAS milik teman-teman sekelasmu sehingga pekerjaan Dosen mata kuliah yang bersangkutan untuk menyetorkan nilai ke pengajaran jadi tertunda. Apa yang akan kamu katakan pada beliau ?
9. Kamu memiliki janji untuk berkonsultasi masalah mini research proposal dengan dosen, ketika kamu datang, dosen tersebut baru saja pulang. Saat kamu akan menanyakan keberadaan dosen tersebut, kamu membaca pesan beliau dan menyadari ternyata kamu datang satu jam lebih lambat. Apa yang akan kamu katakan pada beliau?
10. Kamu mendapatkan tugas untuk membuat *essay*. Saat hari pengumpulan tersebut, ternyata tugas yang kamu kerjakan salah. Tugas tersebut mengharuskan kamu membuat rangkuman dari bab sebelumnya. Apa yang akan kamu katakan pada dosenmu ?

#### Appendix 4. Transcription of the First Female Student Utterances

Questions	Utterances	THE TYPES OF APOLOGY STRATEGIES (FIRST RESPONDENTS)					
		Ex-App	Exp-St	Ac-Rsp	Of-Rp	Pr-Fr	Cn-Hr
Q1	<i>Maaf ya tadi aku bener-bener lupa, soalnya aku buru-buru. Tugasnya baru selesai dan aku langsung ke kampus. Akhirnya tugasmu ketinggalan deh, maaf ya</i>	v	v				
Q2	<i>Maaf ya, aku gak tau kalo pas aku pinjem headset kamu udah rusak, ternyata pas kamu coba nggak bisa. Trus sekarang kamu pake rusak, kan bukan salah aku.</i>	v		<b>Denial of Responsibility</b>			
Q3	<i>Ya ampun aku nggak sengaja, aku gak ada maksud untuk ngilangin flashdiskmu. Maaf, aku lupa tadi ketinggalan di warnet ntar aku cek lagi di warnetnya, ntar kalo udah ketemu ku balikin lagi ke kamu</i>	v		<b>Lack of intent to Harm hearer</b>	<b>Indirect</b>		
Q4	<i>Ya lama ya ? Maaf ya udah lama nungguin. Aku gak tau kalo ternyata janjiannya jam 9</i>	v	v				v
Q5	<i>Nan, aku tadi baru kecelakaan, maaf ya..motor kamu lecet-lecet dikit tapi aku gak sengaja, itu accident !</i>	v	v	<b>Lack of intent to Harm hearer</b>			
Q6	<i>Mohon maaf, saya tidak jadi konsultasi hari ini dikarenakan tiba-tiba ada urusan keluarga jadi saya tidak bisa menemui Ibu. Makasih Bu.</i>	v	v				
Q7	<i>Bu maaf, waktu saya fotokopi ketika saya ngambil ternyata buku yang saya potokopi itu hilang dan sekarang saya masih minta pertanggung jawaban Bapak fotokopian. Jadi saya minta maaf Bu atas kelalaian saya</i>	v	v	<b>Expressing self-deficiency</b>			
Q8	<i>Permisi Bu, em..Sebenarnya saya mau minta maaf saya terlambat mengumpulkan tugas-tugas. Tapi saya punya alasan, karena kemarin saya tiba-tiba ada hal, saya tiba-tiba ada kecelakaan jadi saya terlambat mengumpulkan tugas teman-teman</i>	v	v				
Q9	<i>Maaf bu, sms Ibu baru terkirim dan saya baru baca jadi saya pikir konsulnya jam 5 ternyata jam 3, jadi maaf ya bu</i>	v	v				



Table Continued...

Questions	Utterances	THE TYPES OF APOLOGY STRATEGIES (FIRST RESPONDENTS)					
		Ex-App	Exp-St	Ac-Rsp	Of-Rp	Pr-Fr	Cn-Hr
Q10	<i>Maaf bu, sebenarnya tugas yang disuruh Ibu minggu lalu essay atau merangkum ya, Bu ? Saya mohon maaf Bu yang saya terima, yang saya pahami itu adalah membuat essay jadi jika rangkuman tersebut harus dikumpul hari ini saya minta waktu untuk mengerjakan itu.</i>	v	v				
<b>TOTAL</b>		<b>10</b>	<b>8</b>	<b>3</b>	<b>1</b>		<b>1</b>

Appendix 5. Transcription of the Second Female Student Utterances

Questions	Utterances	THE TYPES OF APOLOGY STRATEGIES (SECOND RESPONDENT)					
		Ex-App	Exp-St	Ac-Rsp	Of-Rp	Pr-Fr	Cn-Hr
Q1	<i>Vy, maaf tugasmu ketinggalan, aku jelasin alasan aku terus vy, aku bakal balik lagi untuk ngumpulin tugasmu</i>	v	v				
Q2	<i>Vy, maaf headsetmu rusak, aku jelasin alasan aku kenapa headset kamu bisa rusak trus vy headset kamu bakal aku ganti</i>	v	v		v		
Q3	<i>Vy, fdmu ketinggalan di warnet, udah aku balik ternyata fdnya udah ga ada. Ini gimana nih? Trus tugasmu gimana, aku yang kerjainkah ? Aku bakal balikin flashdisknya karena ilang gara gara aku</i>		v		v		
Q4	<i>Maaf, kelompokannya aku kira jam 10, ternyata jam 8.. Maaf ya, terus aku bakal jelasin kenapa bisa miskon</i>	v	v				
Q5	<i>Maaf sebelumnya, aku nabrak.. Pas lampu merah ada kendaraan berenti mendadak trus akhirnya aku nabrak. Besok aku benerin, besok aku gak ada kuliah jadi langsung ku benerin</i>	v	v		v		
Q6	<i>Ibu maaf, sebelumnya karena saya sudah membuat janji dengan Ibu tapi saya membatalkan karena kakek saya meninggal. Harap dimaklumi, terima kasih sebelumnya</i>	v	v				

Table Continued...

Questions	Utterances	THE TYPES OF APOLOGY STRATEGIES (SECOND RESPONDENT)					
		Ex-App	Exp-St	Ac-Rsp	Of-Rp	Pr-Fr	Cn-Hr
Q7	<i>Ibu maaf, sebelumnya buku ibu hilang karena saya teledor waktu di SAC. Saya ninggalin bukunya. Ini Ibu beli bukunya dimana atau apa nanti saya ganti soalnya Ibu pasti butuh.</i>	v	v	Expressing self-deficiency	v		
Q8	<i>Maaf, saya telat mengumpulkan. Saya punya jadwal screening jadi saya wajib datang. Maaf kalau Bapak telat rekam nilanya.</i>	v	v				
Q9	<i>Ibu maaf sebelumnya saya baca sms Ibu ternyata saya salah paham dengan janjinya. Gimana waktu janji berikutnya, Ibu ada waktu kapan ?</i>	v	v				
Q10	<i>Ibu maaf sebelumnya karena sepahamnya kita itu tugasnya seperti ini. Ini bagaimana Bu enaknya ? Saya bikin lagi atau Ibu bisa menerima yang ini ?</i>	v	v				
<b>TOTAL</b>		<b>9</b>	<b>10</b>	<b>1</b>	<b>4</b>		

Appendix 6. Transcription of the Third Female Student Utterances

Questions	Utterances	THE TYPES OF APOLOGY STRATEGIES (THIRD RESPONDENT)					
		Ex-App	Exp-St	Ac-Rsp	Of-Rp	Pr-Fr	Cn-Hr
Q1	<i>Maaf ya, tugas kamu ketinggalan. Aku ambilin dulu</i>	v	v				
Q2	<i>Kayaknya headsetmu rusak, nanti aku ganti..</i>				v		
Q3	<i>Maaf ya, flashdiskmu ilang, trus gimana? Aku ganti atau gimana ?</i>	v			v		
Q4	<i>Yah janjiannya jam 9 ? Maaf ya, aku kira jam 10</i>	v	v				
Q5							



Table Continued...

Questions	Utterances	THE TYPES OF APOLOGY STRATEGIES (THIRD RESPONDENT)					
		Ex-Ap	Exp-St	Ac-Rsp	Of-Rp	Pr-Fr	Cn-Hr
Q6	<i>Maaf bu, saya hari ini gak jadi minta tanda tangan krsnya soalnya ada alasannya, ada urusan mendadak bu.</i>	v	v				
Q7	<i>Maaf Bu, bukunya kemaren waktu mau difotokopi hilang, jadi gak ada fotokopiannya juga, gimana kalo saya ganttin aja, Ibu kemaren belinya dimana?</i>	v	v				
Q8	<i>Maaf ya Bu, gara-gara banyak yang baru ngumpul jadinya baru bisa ngumpul.</i>	v	v				
Q9	<i>Bu, tadi saya sudah datang, maaf ya bu jadi miskom soalnya saya bacanya jam 2 ternyata Ibu sudah nunggu dari setengah 2, lain kali apa bisa janji lagi ?</i>	v	v				
Q10	<i>Maaf Bu, kemarin itu saya kira tugasnya essay, ternyata rangkuman. Trus ini gimana Bu, apa Ibu ngasih saya waktu lagi sampai saya selesai ngerjain ini?</i>	v	v				
TOTAL		8	7		3		

Appendix 7. Transcription of the Fourth Female Student Utterances

Questions	Utterances	THE TYPES OF APOLOGY STRATEGIES (FOURTH RESPONDENT)					
		Ex-Ap	Exp-St	Ac-Rsp	Of-Rp	Pr-Fr	Cn-Hr
Q1	<i>Eh maaf ya, tadi aku lupa. Tapi ntar aku bilangan ke dosennya trus ntar aku minta maaf ke dosennya juga jadi ntar tugasmu aku susulin</i>	v	v				
Q2	<i>Kamu pake headsetku dulu boleh gak ? Ntar kalo udah ada uang, aku ganti deh</i>				v		
Q3	<i>Maaf, flashdiskmu ilang. Gimana dong ? Isinya apa aja ? Ntar aku cariin film, kalo tugas ya gimana.</i>	v					

Table Continued...

Questions	Utterances	THE TYPES OF APOLOGY STRATEGIES (FOURTH RESPONDENT)					
		Ex-App	Exp-St	Ac-Rsp	Of-Rp	Pr-Fr	Cn-Hr
Q4	<i>Janjiannya jam 9 ? Lho, aku kira jam 10. Maaf yaa.. Habis smsnya aku bacanya jam 10</i>	v	v				
Q5	<i>Maaf ya, motor kamu rusak tapi udah di bengkel kok</i>	v			v		
Q6	<i>Pak, bu maaf. Untuk kedua kalinya saya gak datang janji lagi soalnya tadi yang kedua ini kebetulan diperjalanan ada gangguan jadi gak bisa datang tepat waktu</i>	v	v				
Q7	<i>Pak, maaf bukunya kemarin gak sengaja keteliset tapi nanti gimana ya pak, saya cariin ke kelas lain atau mungkin saya cariin dulu apa gimana.</i>	v	v		Indirect		
Q8	<i>Pak, maaf ini ngasih tugasnya agak telat, soalnya kemaren ya emang baru bisanya sekarang, tapi sebenarnya emang temen-temen ngumpulnya tepat waktu Cuma saya nya aja. Kesalahan ada di saya, semuanya jadi ya semuanya jadi terlambat</i>	v	v	Acceptance of Blame			
Q9	<i>Ibu maaf, saya terlambat satu jam soalnya ternyata saya salah baca sms yang semalem, terus ini ibu bisanya kapan lagi ya bu, maaf ya bu buat hari ini</i>	v	v				
Q10	<i>Ibu maaf, kemarin saya salah faham baca perintahnya, trus ternyata saya mengerjakan essay daripada merangkum. Kalau misalnya rangkumannya saya telat sehari gitu bu, soalnya saya salah bikin tugas Bu.</i>	v	v				
TOTAL		9	7	1	3		



### Appendix 8. Transcription of the Fifth Female Student Utterances

Questions	Utterances	THE TYPES OF APOLOGY STRATEGIES (FIFTH RESPONDENT)					
		Ex- <b>Ap</b>	Exp- <b>St</b>	Ac- <b>Rsp</b>	Of- <b>Rp</b>	Pr- <b>Fr</b>	Cn- <b>Hr</b>
Q1	Oh Iyo, maaf ya ketinggalan. Yowes tak ambilin sekarang	v	v				
Q2	Maaf ya, headsetmu rusak... Yawes ntar tak ganti kok	v			v		
Q3	Udah sih, tapi ketinggalan ke warnet. Gara-gara tadi aku buru-buru. flashdiskmu penting banget gak sih ? Maaf banget, beneran Soalnya tadi aku udah balik ke warnet tapi gak ada.	<b>Intensifi er</b>	v	v	v		
Q4	Iyo rek, maaf banget ya..beneran..	<b>Intensifi er</b>					
Q5	Maaf ya aku belum bisa balikin, motormu ada dibengkel tunggu beberapa hari soalnya ada kejadian ini.. Ini, kecelakaan beruntun	v	v		v		
Q6	Bu F, maaf ya bu soalnya ada tiba-tiba mendadak ada urusan yang gak bisa saya tinggalkan. Jadi mohon maaf sekali karena sudah kedua kalinya saya membatalkan janji. Maaf sekali, tapi lain kali saya usahakan saya gak bakal gini lagi.	<b>Intensifi er</b>	v				
Q7	Oh iya bu, ketinggalan diSAC tadi. Bu F itu beli, dimana carinya, bukunya bu?		v		<b>Indirect</b>		
Q8	Maaf bu, tugasnya teman-teman telat saya kumpulkan. Maaf ya bu	v	v				
Q9	Bu maaf Bu saya sangat ceroboh saya tadi salah baca. Saya pikir ketemuan jam 3 ternyata ketika saya cek lagi smsnya ternyata bu F minta jam 2. Jadi maaf sekali ya bu karna sudah membuang waktunya untuk menunggu saya.	v	v	<b>Expressing self- deficiency</b>			
Q10	Oh iya bu, maaf saya miss understanding bu, saya kira ngerjain tugasnya yang ini tapi ternyata yang ini. Jadi boleh gak kalo semisal saya kerjain lagi ?	v	v				
<b>TOTAL</b>		<b>9</b>	<b>8</b>	<b>2</b>	<b>4</b>	<b>1</b>	

### Appendix 9. Transcription of the First Male Student Utterances

Questions	Utterances	THE TYPES OF APOLOGY STRATEGIES (FIRST RESPONDENT)					
		Ex- <i>Ap</i>	Exp- <i>St</i>	Ac- <i>Rsp</i>	Of- <i>Rp</i>	Pr- <i>Fr</i>	Cn- <i>Hr</i>
Q1	<i>Sorry, yang punya mu ketinggalan, habis ini tak ambil untuk dipertanggung jawabkan</i>	v	v				
Q2	<i>Headset mu rusak, ntar tak ganti ya.</i>				v		
Q3	<i>Maaf fdmu ilang, kalo datanya sih gak bisa aku balikin, tapi kalo mau fdnya lagi bisa tak beliin.</i>	v			Indirect		
Q4	<i>Duh...Lupa, ketiduran !</i>		v		v		
Q5	<i>Tadi aku make motor, trus ketabrak gini..gini.. trus akunya gak apa-apa, tapi motormu beset gini..gini.. kalo gak terima ya, bisa kita bawa ke bengkel dibenerin</i>		v				
Q6	<i>Bu, maaf banget sepertinya saya gak bisa ketemu ibu hari ini karena walaupun saya paksakan malah sayanya yang bakal kena masalah besar. Jadi minta maaf banget saya gak bisa ketemu untuk hari ini. Kalau memang ibu gak berkenan ya mungkin nanti bisa kita bicarain lagi</i>	Intensifier	v				
Q7	<i>Kemarin itu, lho ? bukannya sudah saya balikin bu ?</i>			Denial of the responsibility			
Q8	<i>Bu, maaf tugasnya gak sesuai deadline soalnya ya, aku juga nunggu temen-temen karena tmen-temen bisanya baru sekarang. Jadi minta maaf kalo emang telat ngumpulannya bu. Saya juga udah gash deadline kok.</i>	v	v				
Q9	<i>Maaf bu, saya salah baca sms bu. Saya kira jam 3 eh taunya jam 2 mungkin ibu bisanya kapan ? Saya yang datengin deh, gak usah saya yang bisanya kapan, ibu aja yang bisanya kapan, ntar saya datengin deh.</i>	v	v				
Q10	<i>Gak bilang apa-apa, langsung ngumpuln aja.</i>						
<b>TOTAL</b>		<b>5</b>	<b>6</b>	<b>1</b>	<b>3</b>		



### Appendix 10. Transcription of the Second Male Student Utterances

Questions	Utterances	THE TYPES OF APOLOGY STRATEGIES (SECOND RESPONDENT)					
		Ex- <i>Ap</i>	Exp- <i>St</i>	Ac- <i>Rsp</i>	Of- <i>Rp</i>	Pr- <i>Fr</i>	Cn- <i>Hr</i>
Q1	<i>Sorry yo rek, tugasmu ker. Tugasmu eh tugasmu ketinggalan. Sek maneh, habis ini tak ambilin ke kosan, ketinggalan di kosan</i>	v	v				
Q2	<i>Eh, headset mu rusak, yo opo iki ? Sorry rek, semisale minta ganti, ya nanti tak ganti</i>	v			v		
Q3	<i>Eh, flashdiskmu ker di warnet, aku wes mau balik wes ilang ga ono, ya ngkok tak ijole wes.</i>		v		v		
Q4	<i>Eh, sorry rek telat ! Tak pikir mau ketemuannya jam 9 ternyata jam 8, gak ndelok maneh aku, salah moco kayak'e.</i>	v	v				
Q5	<i>Tergantung sih, kalau motornya ga rusak ya gak bilang, tapi kalau motornya rusak ya baru bilang. Rek aku mau kenek kecelakaan , ketabrak teko mburi kan kalo semisal memang kita gak salah minimal di ke-I ganti ambe wong'e nubruk.</i>		v				
Q6	<i>Assalamualaikum warrahmatullahi wabarakatuh, mohon maaf bu sebelumnya, hari ini saya kebetulan sekali ada masalah yang gak bisa saya tinggal dan kemungkinan saya tidak bisa bertemu ibu hari ini, saya mohon maaf sebelumnya. Terima kasih</i>	v	v				
Q7	<i>Ya mohon maaf pak, bukunya modulnya kemarin hilang dan sudah saya cari gak bisa, gak ketemu ternyata. Yang harus saya lakukan apa Pak, apa saya harus mencarinya atau kah saya harus mengganti, beli dimana gitu atau pinjam dimana ?</i>	v	v		Indirect		
Q8	<i>Mohon maaf bu sebelumnya, saya ngumpulkan telat ini sebenarnya anak-anak sudah ngumpulin dari kemarin, tapi karena saya ada hari itu ada yang harus dikerjakan jadi tidak bisa ditinggal, saya baru mengumpulan hari ini</i>	v	v				

Table Continued...

Questions	Utterances	THE TYPES OF APOLOGY STRATEGIES (SECOND RESPONDENT)					
		Ex-App	Exp-St	Ac-Rsp	Of-Rp	Pr-Fr	Cn-Hr
Q9	<i>Mohon maaf bu sebelumnya, tadi saya datang ke kantor jam 3 tapi ternyata ibu sudah gak ada, ternyata saya yang salah baca sms. Maaf bu kalau saya salah pengertian akan jam bertemunya.</i>	v	v				
Q10	<i>Mungkin lebih milih gak ngumpulin, trus ngumpulin minggu depannya aja trus bilang, minggu lalu lupa ngumpulin mam !</i>						
<b>TOTAL</b>		<b>7</b>	<b>8</b>		<b>3</b>		

Appendix 11. Transcription of the Third Male Student Utterances

Questions	Utterances	THE TYPES OF APOLOGY STRATEGIES (THIRD RESPONDENT)					
		Ex-App	Exp-St	Ac-Rsp	Of-Rp	Pr-Fr	Cn-Hr
Q1	<i>Maaf punya kamu tertinggal, gimana kalo tak gantikan punya saya yang saya salin.</i>	v	v				
Q2	<i>Maaf, maaf tak ganti.. tak ganti</i>	v			v		
Q3	<i>Maaf ini nanti tak ganti, kalo semisal gak punya uang ntar tak cicil</i>	v			v		
Q4	<i>Maaf, dan menjelaskan situasi keterlambatan misalnya kayak tadi ini, ada tugas yang harus diselesaikan dulu di kontrakan baru bisa kemari</i>	v	v				
Q5	<i>Maaf tadi ada hal yang tidak diinginkan, kecelakaan beruntun dan ini motornya maaf ini</i>	v	v				
Q6	<i>Maaf bu ini di jalan, dari nganjuk kesini dan di jalan ada masalah, dan gak bisa menemui ibu sekarang. Mungkin bisa menemui ibu kapan, kapan lagi di lain waktu. Sekarang tidak bisa ke kampus.</i>	v	v				
Q7	<i>Maaf bu ini bukunya saya ganti yang baru, saya ganti yang punya ibu kemarin hilang karena saya penyebabnya.</i>	v	v		v		



Table Continued...

Questions	Utterances	THE TYPES OF APOLOGY STRATEGIES (THIRD RESPONDENT)					
		Ex-App	Exp-St	Ac-Rsp	Of-Rp	Pr-Fr	Cn-Hr
Q8	<i>Maaf bu ini tugasnya baru saya kumpulkan soalnya kemaren temen-temen ada yang nyusul, ada yang ini jadi untuk menyatukan lembar jawaban tersebut, baru sekarang. Kan mewakili teman-teman, maaf bu.</i>	v	v				
Q9	<i>Minta maaf bu, ini kemarin salah baca sms ibu saya nangkapnya jam 3 saya datangnya jam 3 ternyata dismsnya jam 2.</i>	v	v				
Q10	<i>Kalau saya langsung ngumpulin aja, kalau dosennya nanya baru saya jelasin kalau enggak ya gak apa-apa</i>						
<b>TOTAL</b>		<b>9</b>	<b>7</b>		<b>3</b>		

Appendix 12. Transcription of the Fourth Male Student Utterances

Questions	Utterances	THE TYPES OF APOLOGY STRATEGIES (FOURTH RESPONDENT)					
		Ex-App	Exp-St	Ac-Rsp	Of-Rp	Pr-Fr	Cn-Hr
Q1	<i>Sori, gue balik dulu ya ke kosan. Tugas lo ketinggalan</i>	v	v				
Q2	<i>Ger, rusak ger, ntar deh gue ganti kalo ada rejeki</i>				v		
Q3	<i>Ger, di flashdisk lo ada data-data yang penting gak ger ? Soalnya fd lu ilang, ntar gue ganti deh. Serius deh, ntar gue ganti kalo ada uang deh</i>		v		v		
Q4	<i>Aduh, gue telat lagi. Bangun kesiangan nih ger, sori ger ya..</i>	v	v				
Q5	<i>Kan gini kan ger, gue kan kena kecelakaan di jalan, ntar gue minta tanggung jawab dulu ama yang nabrak nih. Ntar gue ganti, gue baikin motor lu ya ?</i>		v		v		
Q6	<i>Bannya bocor, motornya mogok pak, mohon pengertian dan kebijaksanaan dari Bapak.</i>		v				

Table Continued...

Questions	Utterances	THE TYPES OF APOLOGY STRATEGIES (FOURTH RESPONDENT)					
		Ex-Ap	Exp-St	Ac-Rsp	Of-Rp	Pr-Fr	Cn-Hr
Q7	<i>Maaf bu, ibu beli dimana buku itu ?ntar saya ganti.</i>	v			v		
Q8	<i>Bu, maaf bu ada yang kurang, mungkin ada mahasiswa yang belum ngumpulin. Jadi kayak kami tunggu semua ada, baru saya ngumpulin. Saya minta maaf bu. Secepatnya saya kumpulin.</i>	v	v				
Q9	<i>Bu, saya fikir kemarin jam 3 soalnya sms ibu barengan sama sms temen saya janjian jam 3 jadi saya ketuker, maaf ya bu.</i>	v	v				
Q10	<i>Bu, ibu minggu kemarin bilangny disuruh buat essay sekarang buat rangkuman. Yang bener yang mana bu ? Mungkin saya salah paham bu, besok saya kumpulin, maaf bu.</i>	v	v				
<b>TOTAL</b>		<b>6</b>	<b>8</b>		<b>4</b>		

Appendix 13. Transcription of the Fifth Male Student Utterances

Questions	Utterances	THE TYPES OF APOLOGY STRATEGIES (FIFTH RESPONDENT)					
		Ex-Ap	Exp-St	Ac-Rsp	Of-Rp	Pr-Fr	Cn-Hr
Q1	<i>Eh, bro sorì ya, tugas lo ketinggalan. Buru-buru soalnya tadi. A, aku balik dulu deh, ngambil tugasmu</i>	v	v				
Q2	<i>Eh, headset kamu kemaren berapaan ? Kemaren waktu aku pinjem jatuh dijalan, aku taroh dijaket. Ntar aku ganti deh</i>		v		v		
Q3	<i>Eh, itu flashdisk penting banget gak ? Kemaren aku pinjem, bawa ke warnet, itu kelupaan. Lupa nyabut, gimana ? Itu berapa ? Ntar aku ganti</i>		v		v		



Table Continued...

Questions	Utterances	THE TYPES OF APOLOGY STRATEGIES (FIFTH RESPONDENT)					
		Ex-Ap	Exp-St	Ac-Rsp	Of-Rp	Pr-Fr	Cn-Hr
Q4	<i>Aduh, bro sori bro, tadi ketiduran soalnya kemaren banyak tugas. Maaf ya.</i>	v	v				
Q5	<i>Aduh, bro habis kena musibah nih. Dijalan depan ada mobil ngerem mendadak, jadinya nabrak. Dimaafin gak kira-kira ? Ntar rusak-rusaknya aku ganti pelan-pelan deh.</i>		v		v		
Q6	<i>Bu atau Pak, maaf kemarin saya ada urusan mendadak di Surabaya jadi saya untuk kedua kalinya saya gak bisa minta tanda tangan lagi. Mohon maaf bu.</i>	v	v				
Q7	<i>Bu, mohon maaf sebelumnya. Kemaren buku ibu yang saya pinjem belum sempat saya fotokopi, ibu saya lupa narohnya dimana. Saya minta maaf. Ibu beli dimana ? Ntar saya ganti sebisanya</i>	v	v		v		
Q8	<i>Pak atau Bu, maaf saya telat mengumpulkan tugas dari teman-teman saya tadi ada kelas lain dan juga waktunya sangat mepet bu, jadi saya nggak sempat untuk ngumpulin semuanya.</i>	v	v				
Q9	<i>Bu, maaf saya kemaren tidak sempat konsultasi. Saya salah baca jamnya, saya pikir itu jam 3, ya saya datang jam 3 nah tapi ternyata ibu sudah ga ada, saya minta maaf bu.</i>	v	v				
Q10	<i>Maaf bu sebelumnya saya salah ngerjakan tugas, kemarin seingat saya kemaren dimintanya, diperintahnya bikin tugasnya essay, jadi saya minta maaf nanti saya perbaiki lagi.</i>	v	v				
<b>TOTAL</b>		7	10		4		

**Appendix 14. Table of Apology Strategies Used by All Female Respondents**

Respondents	The Types of Apology Strategies (Female Respondents)					
	Ex-Ap	Exp-St	Ac-Rsp	Of-Rp	Pr-Fr	Cn-Hr
<b>F1</b>	10	8	3	1		1
<b>F2</b>	9	10	1	4		
<b>F3</b>	8	7		3		
<b>F4</b>	9	7	1	3		
<b>F5</b>	9	8	2	4	1	
<b>Total</b>	<b>45</b>	<b>40</b>	<b>7</b>	<b>15</b>	<b>1</b>	<b>1</b>

**Appendix 15. Table of Apology Strategies Used by All Male Respondents**

Respondents	The Types of Apology Strategies (Female Respondents)					
	Ex-Ap	Exp-St	Ac-Rsp	Of-Rp	Pr-Fr	Cn-Hr
<b>M1</b>	5	6	1	3		
<b>M2</b>	6	8	1	3		
<b>M3</b>	9	7		3		
<b>M4</b>	6	8		4		
<b>M5</b>	7	10		4		
<b>Total</b>	<b>33</b>	<b>39</b>	<b>2</b>	<b>17</b>		

**Appendix 16. The Types of Apology Strategies Used by Male And Female Respondents**

Gender	Ex-Ap	Exp-St	Ac-Rsp	Of-Rp	Pr-Fr	Cn-Hr
<b>Male</b>	33	39	2	17		
<b>Female</b>	45	40	7	15	1	1



### Appendix 17. The Types of Apology Strategies Used by Male and Female Respondents towards Friends

Gender	Expression of Apology	Explanation or account of situation	Acknowledge of Responsibility	Offer of Repair	Promise for Forbearance	Concern for hearer
Male	14	19	0	13	0	0
Female	21	16	3	11	0	1

### Appendix 18. The Types of Apology Strategies Used by Male and Female Respondents towards Lecturers

Gender	Expression of Apology	Explanation or account of situation	Acknowledge of Responsibility	Offer of Repair	Promise for Forbearance	Concern for hearer
Male	20	20	1	4	0	0
Female	24	24	4	4	1	0

### Appendix 19. The Types of Apology Strategies Used by Male and Female Respondents in Slight Offences

Gender	Expression of Apology	Explanation or account of situation	Acknowledge of Responsibility	Offer of Repair	Promise for Forbearance	Concern for hearer
Female	23	20	2	4	0	1
Male	18	18	0	5	0	0

### Appendix 20. The Types of Apology Strategies Used by Male and Female Respondents in Serious Offences

Gender	Expression of Apology	Explanation or account of situation	Acknowledge of Responsibility	Offer of Repair	Promise for Forbearance	Concern for hearer
Female	22	20	5	11	1	0
Male	16	21	1	12	0	0

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4. Topik Skripsi : Linguistik
5. Judul Skripsi : A Study on Gender-Based Differences in Apology Strategies of English Department Students in Campus Setting
6. Tanggal Mengajukan : 24/Februari/2014
7. Tanggal Selesai Revisi : 19/Juni/2014
8. Nama Pembimbing : I. Emy Sudarwati, S.S, M.Pd  
II. Tantri Refa Indhiarti, M.A
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No	Tanggal	Materi	Pembimbing	Paraf
1	24 Februari 2014	Pengajuan Judul	Pembimbing I	
2	25 Februari 2014	Persetujuan Judul	Pembimbing I	
3	01 Maret 2014	Pengajuan Bab I,II & III	Pembimbing I	
4	07 Maret 2014	Konsultasi Bab I,II & III	Pembimbing I	
5	11 Maret 2014	Pengajuan Revisi Bab I, II & III	Pembimbing I	
6	12 Maret 2014	Konsultasi Revisi Bab I,II & III	Pembimbing I	
7	14 Maret 2014	Pengajuan Revisi Bab, I, II & III	Pembimbing II	
8	19 Maret 2014	Konsultasi Bab, I, II & III	Pembimbing II	
9	20 Maret 2014	Pengajuan Revisi Bab I, II & III	Pembimbing II	
10	24 Maret 2014	ACC Seminar Proposal	Pembimbing I	
11	24 Maret 2014	ACC Seminar Proposal	Pembimbing II	



12	01 April 2014	Seminar Proposal	Pembimbing I	
13	26 April 2014	Konsultasi Bab IV & V	Pembimbing I	
14	02 Mei 2014	Pengajuan Draft Bab I, II, III, IV & V	Pembimbing I	
15	04 Mei 2014	Konsultasi Bab I, II, III, IV & V	Pembimbing I	
16	07 Mei 2014	Pengajuan Revisi Bab I, II, III, IV & V	Pembimbing II	
17	12 Mei 2014	Konsultasi Revisi Bab I, II, III, IV & V	Pembimbing II	
18	13 Mei 2014	ACC Seminar Hasil	Pembimbing I	
19	16 Mei 2014	ACC Seminar Hasil	Pembimbing II	
20	26 Mei 2014	Seminar Hasil	Pembimbing I	
21	30 Mei 2014	Konsultasi Revisi Bab I, II, III, IV & V	Pembimbing I	
22	02 Juni 2014	Konsultasi Revisi Bab I, II, III, IV & V	Pembimbing II	
23	03 Juni 2014	ACC Ujian Skripsi	Pembimbing I	
24	03 Juni 2014	ACC Ujian Skripsi	Pembimbing II	
25	06 Juni 2014	Ujian Skripsi	Pembimbing I	
26	10 Juni 2014	Konsultasi Revisi Bab I, II, III, IV & V	Pembimbing I	
27	11 Juni 2014	Pengajuan Revisi Bab I, II, III, IV & V	Pembimbing II	
28	18 Juni 2014	Konsultasi Bab I, II, III, IV & V	Pembimbing II	
29	19 Juni 2014	ACC Jilid	Pembimbing I	

30	19 Juni 2014	ACC Jilid	Pembimbing II	
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10. Telah dievaluasi dan diuji dengan nilai :

Malang, 20 Juni 2014

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